

**A GRICEAN MAXIM ANALYSIS OF AN ENGLISH  
TEACHER'S TALKS IN SMP N 1 KALASAN  
(A CASE STUDY)**

**A THESIS**

Submitted as Partial Fulfillment of the Requirement for the Attainment of the  
Degree of the *Sarjana Pendidikan* in English Language Education



by  
**Dwi Linawati**  
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**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2013**

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**APPROVAL SHEET**

**A GRICEAN MAXIM ANALYSIS OF AN ENGLISH  
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(A Case Study)**



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## RATIFICATION

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#### A THESIS


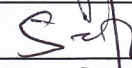
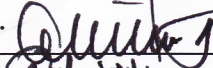
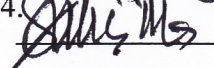
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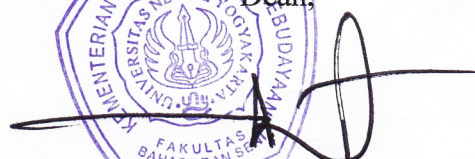
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Menyatakan bahwa karya ilmiah dengan judul “A Gricean Maxim Analysis of An English Teacher’s Talks in SMP N 1 Kalasan (A Case Study)” adalah pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai bahan acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, October 2013

Penulis,



Dwi Linawati

## MOTTOS

“Life isn't about finding yourself. Life is about creating yourself.”

— George Bernard Shaw

“Do you want to know who you are? Don't ask. Act! Action will delineate and define you.”

— Thomas Jefferson

## **DEDICATIONS**

**I dedicated this thesis to  
my parents, my siblings, my karate friends  
and also my beloved friends  
thank you for the support and love.**



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BISMILLAH HIRROHMAN NIRROHIM

*Alhamdulillah, Subhanallah*, all praise be to ALLAH SWT, the Most Merciful and the Almighty, for His countless blessing, love, light and guidance with which I could finish this thesis.

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I realize that this thesis is far from being perfect. Since there are limitations of this thesis, I will welcome criticism and comments.

Yogyakarta, September 2013



Dwi Linawati

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# A GRICEAN MAXIM ANALYSIS OF AN ENGLISH TEACHER'S TALK IN SMP N 1 KALASAN (A CASE STUDY)

By:  
Dwi Linawati  
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## ABSTRACT

This study is aimed at describing teacher's talk practiced by the English teacher of grade VIIIB at SMP N 1 Kalasan Sleman during the process of English teaching and learning.

The data were collected using audio visual media with the employment of the recording technique of the teacher's talk during the process of English teaching and learning. The data were then analyzed using a descriptive qualitative approach. The analysis of the teacher's talk was categorized into their type based on the influence and also the non-observance Gricean Maxim. Meanwhile, the researcher used three instruments to gather data from the participant: (1) Video Recording, (2) Taking Note, and (3) Interview. The researcher undertook video recording, taking note and interview in the same day. That are on Saturday, January 18<sup>th</sup> on 2013, on Tuesday, January 22<sup>th</sup> on 2013, on Saturday, 2<sup>nd</sup> on 2013, and on Tuesday, 5<sup>th</sup> February on 2013. The finding reveals 936 utterances in the form of two types of teacher talk and 385 utterances in the form of the non-observance of Gricean Maxim. The 936 utterances in the type of teacher's talk divide into two different type:the direct influence type (420 utterances) and the indirect type of teacher talk (516 utterances). The research shows that the teacher performed the two types of teacher talk (Direct and Indirect teacher's talk) during the teaching and learning process and she also did the non-observance of Gricean Maxim in her talk.

Based on the analysis of the teacher's talk, it is figured out that the teacher performed her talk in the class using the forms of direct and indirect influences of teacher's talk. Also, based on the students' needs, the teacher did the non-observance Gricean Maxim in her talk in the class. She did that in order to develop the interaction in the teaching learning process.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Since English has been regarded as a foreign language in Indonesia, the English teaching and learning interaction is one element that should exist in the teaching and learning process. In the teaching and learning process, interaction not only talks about the communication between the students and the teacher or one student with others, but also talks about the communication between students and the whole elements in the class, such as the material or textbook and also the environment.

If the interaction in the language teaching and learning process was created by the classroom's participants; in this case the teacher and also the students, the goal of language teaching and learning process could be reached. Interaction in teaching and learning language plays a crucial role. It offers students opportunities to orally produce, to engage in negotiation, and to receive negative feedback. It is very important to create an interaction in language teaching and learning class.

Even though interaction in language teaching and learning holds an important role, in Indonesia it is still common that in the class the teacher only focuses on the grammar or how the students can write well and also how to answer the exam correctly. It seems that how to speak is not really important. As the result, it is very difficult for the students to speak up in the class by using English. Speak up in English is something new for them. They feel shy

to use it. When the teacher tries to build an interaction with students using English, the class atmosphere will change dramatically. It becomes one way communication. Teacher dominates the class interaction and the students just keep silent.

Interaction is a way for students to practice their English competence and for teacher; it is a way to check and also to control students' English competence. In SMP N 1 Kalasan, a junior high school in Sleman which has a bilingual class, the interaction does not happen in a good way. The students have a good competence in English, but they are still afraid or do not want to express their idea in the class using English. The English teacher has a good competence in English and a good personal touch with the students. Based on this fact, the researcher wanted to investigate the classroom interaction between the students and the teacher in the English teaching and learning context in SMP N 1 Kalasan.

## **B. Identification of the Problem**

Based on the observation done by the researcher during the academic year 2012-2013, the students of SMP N 1 Kalasan had a high motivation and interest in learning English. It is showed by their attitudes in the class while the teaching and learning process occurs. They were eager in doing tasks, especially in the written form and they also have many questions to the teacher related to the material. Even though they had high motivation and interest in

English unfortunately they expressed it in the mother tongue that is in Bahasa Indonesia. There are many factors that influenced them.

The first factor comes from the students' characteristics. It is based on the students' environment or their social background. Most of the students of SMP N 1 Kalasan are Javanese. They live in the neighbourhood which uses Javanese as their mother tongue. English is something new for them and even for their neighbourhood. They do not used to use English in their daily life. It is a quirk if they use English in the neighbourhood or if they play to many songs or movies in English. Even though they have a good competence in English they did not use it or get fammiliar with it, so it is very difficult for them to get used with it.

The second factor comes from the teacher's side that is the teacher talk. Teacher talk is a language which is used by a teacher to communicate with students in the class. The English teacher of SMP Negeri 1 Kalasan has a high competence in English and communicative competence, but sometimes her talk does not stimulate students to response it in the target language. In fact she has a good personal relation with the students in the class. She gives them joke and other things that make the students feel comfortable with her. In short, the students like her very much. But, even though they like her very much the teacher talk does not empowering students' motivation to use English in the class or to response the teacher talk in the target language. The students usually response the teacher's talk by using their mother tongue, or with the simplest response in English, such as "Yes" or "No".

The third factor comes from the classroom's atmosphere. Classroom's atmosphere here means the situation and condition in the class during the teaching and learning process. It is very important to have a good atmosphere in the class which supporting the students to improve their competence. The good atmosphere here specifically talks about the classmates. A support from the classmates is very important. But in fact the common thing that happens is that the classmates always give a bad response after one of them says something in English. They yelled. Sometimes the yelling made the class afraid of using English in their talk. They are afraid of the yelling and they will feel shy if they speak in the wrong way or if they make a mistakes.

### **C. Delimitation of the Problem**

In relation to the identification of the problem and due to the limitation in time, knowledge and the capability of the researcher, this study focuses on the factor which comes from the teacher's side that is the teacher talk. This problem is investigated using the maxim of conversation. In order to see weather the teacher's talk could enhance the interaction in the class. The maxim is also limited to the Gricean Maxim Perspective, the Non-Observance of Cooperative Maxim of Conversation. This study will take place in a Junior High School in Sleman that is SMP Negeri 1 Kalasan Sleman Yogyakarta.

#### **D. Formulation of the Problem**

In accordance with the background of the problem, identification of the problem, and the delimitation of the problem, the formulation of the problems is listed as follows.

1. How does a teacher perform teacher talk in the class?
2. How does the teacher do the non-observance Gricean Maxim in her talk?

#### **E. Objectives of the Study**

Based on the problems formulated above, the objectives of the study are:

1. to investigate the way a teacher performs her talk in the class, and
2. to investigate the infringement which is made by the teacher in her talk based on the Non-Observance Gricean Maxim.

#### **F. Significance of the Study**

This study offers some benefits as presented below.

1. Theoretically, the findings of this research could enrich a study in linguistics, especially the Conversational Maxim field.
2. Practically, the findings may be useful for the following parties.
  - a. Students of English Education Department



This study is expected to give some contribution to the Linguistics study in relation to the educational world and the Conversational Maxim in particular.

b. English Teacher

This study is expected to give a new sight for English teacher to perform their talk in the English class.

c. Other researchers

The result and the discussion of this study can be used as a reference to conduct linguistic studies, especially those which are related to Gricean Maxim analysis.

## **CHAPTER II**

### **THEORETICAL REVIEW**

This chapter provides an overview of related theories which are presented into two parts. The first part is theoretical description, consists of the notion of pragmatics, speech acts, cooperative principle, the non-observance of the conversational maxims and teacher talk (TT). The second parts are conceptual framework and analytical construct.

#### **A. Theoretical Description**

##### **1. The Notion of Pragmatics**

Language holds an important role in our lives. It serves as a means of communication enables us to interact with other people in community. When people hear a piece of language, he or she attempts to understand not only the words structure, words choice and its meaning but also the intention of the speaker. Understanding the speaker's intentions is a way to enhance a communication. It is an essential point in the communication.

Pragmatics is one branch of linguistics which is talked about meaning and the use of language in the communication. Leech (1983:1) says that pragmatics is studying about how language is used in the communication. It means that we are not only study about the grammatical rule and also the meaning of words in the broadly sense or dictionary meaning but we also combine those meaning with other factors in the communication or in the narrow sense of the words. This idea is also supported by Griffiths (2006:1); he

states that pragmatics is concerned with the use of the toolkit (knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings) in the meaningful communication.

Four boarder definitions of pragmatics are proposed by Yule (1996:3). First, he says that pragmatics is the study of speaker meaning. It means that what people mean in their utterance is more important than the meaning of the words in the utterance itself. The single meaning of the words uses sometimes different with the meaning of the whole utterance. In short, it can conclude that the individual meaning of the words is just a part of the whole meaning of the utterance.

Second, pragmatics is the study of contextual meaning. Context influenced the utterance meaning in the pragmatics study (Bauer, 2007). The role of context in the pragmatics study is very important. Context here means any condition or circumstance boundary the communication. It includes the person we talking to, the place, the time and in what condition. When the same utterance said by a person in the different situation, the different meaning of the utterance is the result if the utterance. Thus the context in the pragmatics is very important.

Third, pragmatics is the study of how more gets communicated than is said. It deals with both the visible meaning and the invisible meaning while the communication is enhanced. The visible meaning is the meaning which is could see by the words choice. The invisible meaning is the intend meaning in

the utterance. In order to get the visible and invisible meaning, realizing the content of communication is very important.

The last is that pragmatics is the study of the expression of relative distance. The notion of distance is very close with the fact about the choice between what are the said and the unsaid. Seeing the distance between the speaker and the listener in the aspect of physical, social, and conceptual, the speakers could determine how much need to be said.

Based on the definition above, it can be summarize that pragmatics is the study of meaning which is used in the communication, and context in the pragmatics holds an important role on pragmatics. The study of pragmatics is not a single study. It has many sub-part of study. It covers the study of politeness phenomena, reference and deixis, implicature, and speech acts. (Cruse, 2006:136)

## **2. Speech Act**

When people want to communicate with other, they will use language as the device to express their idea. Language is a system which is consists of structure, morpheme, sounds and many rules to expressing idea (Richard and Schmidt, 2002). Language that uses to express someone's intention called as speech act. In the speech act, there is a power that might force people to do an act or a response. For instance when there is a person who said "It is really hot in here." There are two possibilities actions to response the speech act. The first action is that the hearer will add the statement by saying "Yes, it is very

hot.” And the second action is opening the door or window or turn on the fan or the air condition. It is a fact that speech act has a power instead of the meaning of its words and phrase.

Another clear definition is also shared by Akmajian (2001, cited in Akhimien, 2006: 748). He says that “A speech act may be defined as an act performed in uttering certain expressions”. So, there must be a speech situation. A speaker, a hearer, and the utterances are included to the speech situation. The common term of the speech situation is the speaker produces utterances toward the hearer. The utterances itself could be in the form of statement, question, opinion, direction etc. As mention before; those utterances have power to force the hearer to do something. Thus, when the speaker say an utterance toward the hearer, the speaker force the hearer to do something depends on the form of the utterances. The sum of those forms of utterances is called as speech acts. This opinion is supported by Yule (1996:45) who also defines that actions performed via utterances are generally called speech act.

There are some experts who are defining the categories of speech act. The detail of them will be discusses here.

#### **a. Austin’s Speech Acts Classification**

Austin (1962) in Meyer (2009) writes that when speaking (or writing, for that matter), people performed various ‘acts’: locutionary acts, illocutionary acts and perlocutionary acts.

### 1) Locutionary acts

Locutionary act is the first Austin's classification. It is performing the act of saying something. Austin (1962) in Grundy (2000) clearly states locutionary act is the utterance of a sentence with determinate sense and reference. 'Determinate sense' means there is non-ambiguous meaning in the utterance. It is the literary meaning of utterance. The pattern to explain locutionary act could be in the form of: **S** (Speaker) says to **H** (Hearer) that **X** (**X** being certain words, spoken with certain sense and reference). The example is:

A man said to me in the farm '*Shoot her!*'

The utterance 'Shoot her!' has meaning by 'Shoot' shoot and referring 'her' to *her*.

### 2) Illocutionary acts

It is the next Austin's classification. In the illocutionary act, it is very important to us to know about the illocutionary force. Illocutionary force is a property of a sentence or utterance to reify what are essential actions. Illocutionary force relates to the action under the certain circumstance which is intended by the speaker. So, illocutionary acts is performing an act in saying something. Akhimien (2006) says that illocutionary acts is the performance of an act through S's utterance. The pattern of illocutionary act is: in saying **X**, **S** asserts that **P**. the example is: a man said to me in the farm '*Shoot her!*'



The illocutionary act of this utterance is that the man ordering me to shoot her. Because of the circumstance is in the farm, so it could be conclude that '*her*' here means chicken or another domestic animal in the farm.

### **3) Perlocutionary acts**

This is the last of Austin's classification. It is seems to involve the effect of utterance act. Cutting (2002:15) states that Perlocutionary is what is done by uttering the words; it is the effect on the hearer, the hearer's reaction. It is the action effect of illocutionary utterance that is says by the speaker. The pattern of perlocutionary is by saying **X, S** convinces **H** that **P**. the example is in the utterance '*Shoot her!*' the possible perlocutionary act are the hearer maybe will shoot the *her* or chicken and the hearer maybe just say 'Ok' or 'Yes'.

### **b. Searle's Speech Acts Classification**

Searle (1977) in Mey (2001) categories speech act into five types. They are representatives, directives, commissives, expressive, and declarations.

#### **1) Representatives**

The characteristics of representative is carry out the values of 'True' or 'False' and also the state of affair in the world. Meyer (2009:50) states that representative or assertive is an utterance that reporting

statements of fact verifiable of true or false. Statements of fact, assertions, conclusions, and descriptions are example of the utterance which is included in the representatives. The speaker in the representative utterance wants to make the hearer believes about a fact weather it is true or not based on the speaker's perspective.

The example:

- Water freezes at zero degrees centigrade.
- The earth is flat.
- It was a warm sunny day.

## **2) Directives**

The important point of this speech act is that it is the attempt by the speaker to get the hearer to do something. Yule (1996:54) says that directives are speech act that express what the speaker wants. Command, orders, request and suggestions are some example of directives. Their expressed psychological state is the desire or wish and they also show a world to words direction of fit.

The example:

- Open the door, please.
- Could you pass me the sugar?
- Gimme a cup of coffee. Make it black.

## **3) Commissives**

Commisive are those kinds of speech act that used by the speaker to commit themselves to some future action. The point of this speech act is committing one to doing something. Akhimien (2006), in his journal explain that commissive shows a world-to-words direction of fit and

intention to their felicity condition. Threats, promises, refusals and pledges are the example of commissives.

The example:

- We will not go down.
- I'll be back in five minutes.
- I'm going to meet you in airport.

#### **4) Expressive**

Expressive are utterances that expressing speaker's attitudes. It contains speaker's psychological state. Yule (1996:52) adds that it is about the speaker's feeling and could be in the form of happy, sad, pain, pleasure, like, dislike etc and it is about the speaker's experience. Thanking, apologizing, regretting are some example of expressive.

The example:

- I'm sorry!
- Congratulation!
- Oh, Yes, Great, mmmm, ssah!

#### **5) Declarations**

Declaration is an utterance that could be changes someone's state or condition. Meyer (2009:50) states that declarations are an utterance bringing about the change in the state of affairs. In saying a declaration utterance, the speaker has to have a special institutional role, in a specific context, in order to perform a declaration appropriately.

The example:

- Priest: I now pronounce you husband and wife.
- Referee: You're out!
- Jury Foreman: We find the defendant is guilty.

### c. Felicity Condition

In performing speech act, there are certain conditions that must be fulfilled by the participants (the speaker and the listener), in order to make the speech successfully conduct. The condition called as Felicity Condition. Yule (1996) says “There are certain expected or appropriate circumstances, technically known as felicity condition, for the performance of speech act to be recognized as intended.”

According Meyer (2006), felicity condition is series condition that needs to be satisfied for conducting a successful speech. When the felicity condition does not filled by the participant, the speech will be in infelicity, the speech does not mean anything for the participant. For instance, the utterance “I now pronounce you husband and wife.” will have no effect or power toward people if this utterance does not said by the priest.

Searle (1969) shares four kinds of felicity condition. They are:

- 1) Propositional condition: S [Speaker] expresses regret for a past act A of S,
- 2) Preparatory condition: S believes that A was not in H’s [Hearer’s] best interest,
- 3) Sincerity condition: Speaker regrets act A, and
- 4) Essential condition: Counts as an apology for act A.

### c. Context

In the communication, context holds an important role. Without contest, the conversation will be very empty and meaningless. Cook (1995) states that context is the knowledge of the world outside the language which

is used to interpret it. Context is used by the communication participants to interpret the utterances in order to make it clear enough (there is no ambiguous meaning and misinterpret).

Mey (1993:31) remarks that context is the total society setting in which the speech event takes place. In other words, context is any condition that influences the speech. Mey (1993:38) adds that context is the surroundings that enable the participants in the communication process to interact, and that make the linguistic expressions of their interaction intelligible. It helps the participant to interpret the meaning of an utterance.

### **3. Cooperative Principle**

In the communication, cooperative is very important. Cooperative or being cooperate is helping each other to gain something. Grice (1975) (Cited in Cruse, 2000: 355) states that the cooperative principle like this, make your conversational contribution such as it required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. In line with Grice, Finnegan (2004) also says that there is an unspoken pact that people will cooperate in communicating with each other, and speakers rely on this cooperation to make conversation efficient. So, people must cooperate in order to make the communication work efficiently. Yule (1996:37) adds that in most circumstances, the assumption of cooperation is so persuasive that it can be stated as a cooperative principle of conversation. These principles that guide a conversation are not universal and

they differ from area to area. A certain topic of a conversation in one culture could very well be offending in another place and culture. The cooperation in communication is divided into four branches and is called maxims.

Grice (1975, cited in Mey, 1998:76, cited in Gadzar, 1979:54) shares the **cooperative principle (also known as Grice maxim of cooperative principle)** to explain how conversation involves a certain level of “cooperation” among communicants:

“Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction.”

(Meyer, 2006:55)

He proposes four principles for how a conversation should be carried out in order to get the most out of the communication. Each branch is called “A Maxim” or general principle (Finnegan, 2004:300). The four maxims of cooperative principles are:

**a. Maxim of quantity**

“The maxim of quantity:

- (i) Make your contribution as informative as is required (for the current purposes of the exchange)
- (ii) Do not make your contribution more informative than is required.”

(Yule, 1996:37)

This maxim dealing with the sum of the information that is given based on the needs from the participant. In the communication the balancing



of the providing information that is given is very important. Take for instance a common question from a friend like *how are you?* You could decide to answer like this:

“Taking into consideration that it is my 27<sup>th</sup> year on the planet surface and that the stars are in a favorable position, my recent medical checkup came out positive, my husband got a well paid job, my cat is well and I have just been promoted sales manager and I am soon expecting my second child. Taking all this into consideration I have to say that I am feeling quite well at the moment. Thanks for asking, and you?”

This answer provides too much information than it required and this answer would be breaking the maxim of quantity. The appropriate answer would be something similar to this. “I am fine, and you?” This answer provides a sufficient amount of information to the question ask and does not give away unnecessary information.

#### **b. Maxim of quality**

“The maxim of quality: try to make your contribution one that is true.

- (i) Do not say what you believe to be false,
- (ii) Do not say that for which you lack adequate evidence.”

(Yule. 1996:37)

The concern of this maxim is in the truthfulness in an utterance. The speaker should not talk about issues that he/she does not have evidence for. Cruse (2000:355) says that do not make unsupported statements. As an

example we could use a simple utterance like *who took the last coke in the table?* If the person who is responding to answer the question saw the person who took the last coke in the table; he/she could say who it was. *It was Andrea!* So, the maxim of quality is followed. But, if the person does not see the person and only could make a guess about it was, based on the assumption. *It was probably Andrea. She is the last person in this room.* Or if the person answers *it was Jenny* (Telling a lie or untruth answer). This statement would be a breach against the maxim of quality. Overall the untruth answer and the unsure answer are breach the maxim of quality.

**c. Maxim of relation**

“The maxim of relation (later called relevance): Be relevant.”  
(Yule. 1996:37)

This means that the speaker just should say what is relevant to the conversation and doing nothing else. For instance if there is a question, *have you seen my bike?* This question should not be answered with utterance like, *the sun, at night or I have a new bike.* Those answers have nothing to do with the question asked and are therefore not relevant. The possible answer for the question that is relevant could be *yes* or if you know which bike is referring to, and *no* if you do not know about it.

#### d. Maxim of manner

“The maxim of manner: Be perspicuous.

- (i) Avoid obscurity of expression.
- (ii) Avoid ambiguity.
- (iii) Be brief.
- (iv) Be orderly.”

(Yule. 1996:37)

Point of this maxim is that be orderly and clear. One should try to be as clear and orderly as possible when an utterance is being made and ambiguity should be avoided. Orderly here means that an event which is said should be told in the order it happened. The example of the maxim of manner, a conversation between a postmaster and shopper about the stamp:

Postmaster	: Here's your five-cent stamp.
Shopper [with arms full of bundles]:	Do I have to stick it on myself?
Postmaster	: Nope. On the envelope.

Here, we can see that the postmaster said something which is so ambiguity toward the shopper. And he broke the maxim of manner.

#### 4. The Non-Observance of The Conversational Maxims

It is very common for people in their everyday language fail to observe or fulfill the maxims on many occasions. Usually they have their own reasons why they fail to observe the maxims. The speaker wants to lie toward the hearer or they are incapable of speaking clearly (they are nervous, frightened, have a stammer, etc), those are some occasions when people fail to observe the maxims in their everyday language, it called as the Non-Observance of maxims. The Non-observance of the Conversational Maxim

is developed from Cooperative Principle and still holds to it as the basic theory.

Grice (1975, Mey 1993:171) sets out “to explain the mechanisms by which such implicature are generated and interpreted and concerns on how a hearer might get from the level of expressed meaning to the level of implied meaning”. There are five types of the Non-observance of the Cooperative Maxims. They are flouting a maxim, violating a maxim, opting out a maxim, infringing a maxim and suspending maxim. Grice at his first paper only shared three types. They are flouting a maxim, violating a maxim and opting out a maxim. Later on, he added the four type of it: infringing a maxim. And the last type is shared by Grice’s follower that is suspending a maxim. The detail about the non-observance Gricean Maxim shares bellow:

**a. Flouting a Maxim**

Cutting (2002:37) says that when a speaker appears not to follow the Gricean maxim, he is expecting the hearers to infer the meaning implied. In other words, in flouting a maxim, the speaker blatantly fails to observe a maxim because the speaker wants the hearer to look for the implied meaning. The example is the flouting the maxim of Quantity. A conversation between Rudi and Andi in the City Park about a little dog beside the tree:

Andi : Does your dog bite?  
 Rudi : No.  
 Andi : [Bruno down to stroke it and gets bitten] Ow! You said your dog doesn’t bite!  
 Rudi : That isn’t my dog.

Rudi knew that Andi was talking about the dog in front of him and not is dog at home, yet Rudi intentionally did not give him enough information, for reasons best known to himself.

### **b. Violating a Maxim**

Grice in Mey (2001:174) states that violation as “the unostentatious nonobservance of a maxim.” One is said to violate a maxim if they intentionally generate a misleading implicature by saying something untruthful or insincere, irrelevant or ambiguous. So, in this violating maxim the speaker with intention wants to give wrong information to the hearer.

The example:

When an official who corrupts the tax fund is investigated about the corruption, the officer asked him,

The Officer : “Did you corrupt the tax fund?”

The Official : “No.”

The officer violates the maxims of quantity since he does not admit he corrupts the tax fund.

### **c. Infringing a Maxim**

Mey (2001:174) states that infringing maxim is described as an action done by the speaker “with no intention of generating an implicature, and with no intention of deceiving, fails to observe a maxim.” It happens if the speaker has an imperfect command of the target language, if their performance is impaired (nervous, drunkenness, excitement), if they have a cognitive impairment, or if they are simply incapable of speaking clearly. Baby’s talk r

foreign language learners who are not able yet to perform perfect linguistics competence are included in infringing a maxim.

The example:

An infringement of maxim quality:

Suzy : "Are you okay?"  
 John (a bit drunk) : "Hemn,..oh..yeah. Uh, no..Yeah, I mean yeah, not really. I am exhausted. Oh my GOD."

John because of he was drunk, he did the infringing a maxim by performed the impaired linguistics performance.

#### **d. Opting Out of a Maxim**

Grice (1975:49) clearly defines that opting out a maxim happens when the speaker is unwilling to cooperate, but still tries to appear cooperative. Different cases of opting out occur in public life, when the speaker cannot, perhaps for legal, political, social or ethical reasons, replay in the way normally expected. Usually the speaker in this non-observance of maxim, they are forced to provide less information, be irrelevant or unclear and therefore considered as uncooperative. The example: An opting out of the maxim of quantity is the following in which Juno does not provide the information that Gerry asks:

Juno : "She is cheating on you!"  
 Gerry : "How do you know?"  
 Juno : "Cause I know."

#### **e. Suspending a Maxim**

Suspending maxims happens when the maxims are not observed because there is no expectation either from the speaker or listener for

observing the maxim. Mey (1998) says that suspending a maxim is a case in which the speaker needs not opt out of observing the maxim because there is no expectation for the maxim to be observed.

The example:

Ron : "Who did this?"

Harry : "Well, the guy we met last night."

Harry's answer suspends the maxim because he does not say exactly the name of the person although he knows the name. Harry refuses to mention the real name maybe because he does not want anyone know besides Ron.

## **5. Teacher Talk (TT)**

One of important interactions in the classroom is the teacher talk; an activity done by the teacher between one half and three quarters of talking in the classroom. Teacher talk (TT) is the language typically used by foreign language teacher in the process of teaching. Richard and Schmidt (2002) state teacher talk as a variety of language sometimes used by teachers when they are in the process of teaching. Any kinds of language used by the teacher in the class could be categorized as a teacher talk. Another definition is also proposed by Allwright and Bailey (1991:139). They claim that "talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behavior".

Using mother tongue in the English as Foreign language class is very common issue. In the English as Foreign Language class, the use of mother tongue is still acceptable when the teacher uses the appropriate portion between the English and the mother tongue. The appropriate proportion of the use of L1 (Mother tongue) and L2 (English) is difficult to determine as it depends on some factors, such as; the target language competence of the students, the teacher's ability to speak L1, or the type of tasks. "The general guidelines in many countries recommend that lessons be planned to be as monolingual as possible, drawing on the mother tongue only when difficulties arise" (Butzkamm, 2003). When the class faced difficulties, it is better for teacher to mix between the mother tongue and also the target language. But, when the teacher still exposes them to use exclusively the target language, some learners will fail to get the message; they will be likely to lose the threat, feel frustrated and eventually give up any attempt at keeping up with the teacher.

Teacher talk also holds important role in the learning process. Nunan (1991) shares that teacher talk is central in the language class not only for classroom organization and for the process of acquisition but also for controlling student behavior. In terms of managing and organizing, teacher talk is the device for teacher to implement their teaching plans in the class. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to



receive. So, teacher talk could be used as a model of target language in the class and it is very important for students.

Moskovitz (1971, cited in Brown, 2001:170) divides teacher talk (TT) into two categories, indirect and direct influence.

**a. Indirect Influence.**

It is clarified as actions or speech portrayed by either a teacher or students during the classroom process that has an effect indirectly on students in enhancing the quality and the result of learning. It has six subdivisions.

**1) Dealing with feelings**

Teacher talk is dealing with students' feeling in a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.

**2) Praising or Encouraging**

It includes praising, complementing and telling students why what they said or did is valued, encouraging students to continue, trying to give them confidence, and confirming their answers.

**3) Making Joke**

Jokes includes the indirect influence of teacher talk. It consists of intentional joking, kidding, making puns and attempting to be humorous. The joking is not at anyone's expense.

#### **4) Using Ideas of Studying**

Clarifying, interpreting, and summarizing the ideas of students are included to the using ideas of studying.

#### **5) Repeating students' response verbatim**

Repeating students' response verbatim defines as repeating the exact word of students after their participate in the interaction.

#### **6) Asking questions**

Asking questions to which the answer is anticipated is the meaning of this point.

### **b. Direct Influence.**

Direct influence can be classified as actions or speech that portrayed by either a teacher or students during the classroom process that have a great effect on the quality and the result of learning. The characteristics of direct influence in language teaching include; giving information, correcting without rejection, giving direction, criticizing students' behaviour and criticizing students' response. The detail explanation about those characteristics are presented below.

#### **1) Giving information**

Giving information refers to the how the teacher gives information to the students in the class relates to the material. It could be in the form

of giving information, facts, own opinion or ideas, lecturing or asking questions during the teaching and language process.

## **2) Correcting without rejection**

Correcting without rejecting refers to how teacher tells students who have made a mistake, correct response without using words or intonation, which communicate criticism.

## **3) Giving direction**

It is one of the activities done by a teacher in form of giving directions, request, or commands which students are expected to follow.

## **4) Criticizing student behavior**

It is identified as rejecting the behaviour of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, and dissatisfaction with what students are doing.

## **5) Criticizing students response**

It is in the form of telling student that their responses acceptable or not, communicating criticism, displeasure and annoyance, by words or intonation.

## **B. Conceptual Framework and Analytical Construct**

One point that makes the study of pragmatics is different from other fields is it includes context of analysis. The meaning of an utterance can be understood only with the knowledge of the context. Thus, in interpreting the intended meaning of the teacher talk, to consider the context is really needed.

This study analyses a discourse, that is, the interaction happens between the teacher and the students in the classroom setting. Since discourse is language use, the analysis of a discourse takes a pragmatic perspective. Thus this study uses Cooperative principle shared by Grice and teacher talk as the focused of this study.

The cooperative principle shared by Grice is the principle used in this study. He says that in the cooperative principle, the speakers must make their conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. Grice also shares five types of non-observance of maxims as the four sub-principles of this principle. Those five non-observances are violating of maxim, flouting of maxim, infringing of maxim, optioning out of maxim and suspending a maxim. Here it is the example of the non-observance of Gricean Maxim:

### **a. Violating the Maxim**

In violating the maxim, the speaker blatantly fails to observe a maxim to give wrong information.

The officer : "Do you corrupt the tax fund?"  
 The official : "No."

### **b. Flouting the maxim**

In flouting the maxim, the speaker blatantly fails to observe a maxim because the speaker wants the hearer to look for the implied meaning.

Rick : "How does she feel after she broke her arm?"  
 Will : "She seems extremely delighted"

### **c. Infringing a maxim.**

This non observance a maxim is becaused of the imperfection of linguistic competence. Baby's talk or foreign language learners who are not able yet to perform perfect linguistics competence are included in infringing a maxim.

John : "Do you like *pataya* cake?"  
 Rick : "No"

### **d. Opting out a maxim**

In opting out a maxim, the speaker does not obey the maxim because they choose not to cooperate according to the maxim for certain reason.

A : "How much salary do you have in a month?"  
 B : "Whoa...that's my privacy, pal!"

### **e. Suspending a maxim**

The maxim in the suspending a maxim does not observe because, there is no expectation either from the speaker or listener for observing the maxim.

Ron : "Who did this?"  
 Harry : "The guy we met last night."

Those all the non-observance Gricean Maxim is used for analysing the teacher talk in the classroom interaction. Teacher talk is any language used by teacher while teaching and learning process. It could be in the form of the target language or the mother tongue and combine of those two languages (in the certain portion). Teacher talk itself can be divided into two categories based on the influences to the students. They are direct and indirect influence. Direct influence consists of dealing with feeling, praising, making jokes, using ideas of studying, repeating students' response verbatim and asking questions. The indirect influence consists of giving information, giving direction, correcting without rejection, criticizing students' response and criticizing students' behavior. The example of Teacher talk direct and indirect influence are listed bellow:

#### **a. Indirect Influence**

##### **1) Dealing with feeling**

Dealing with feeling divided into three categories, they are acceptance, disscusion and ignorance.

S : Man, may I go to the toilet?  
 T : Yes, please. —————→ *Acceptance*

## 2) Praising or Encouraging

It refers to the teacher praises or encourage students' involment or behavior. Praising, complimenting, trying to give them confidence, and confirming answer are correct are the categories of it.

T : May not have been driving carefully. Maybe the driver drove the car carelessly, so that's why the accident happened. True?

S : True.

T : Yes, that's true. —————→ *Encourament*

## 3) Making Joke

Jokes refers to is something that teacher say or does to make students laugh. Jokes include intentional joking, kidding, making puns, attempting to be humorous. However the joking should be never be annoying others' feeling.

## 4) Using Ideas of Studying

It consists of four categorize, they are clarifying, intrepreting, summarizing and paraphasing.

T : Now, any kinds of news. For example, Valentino Rossi has just won the competition. What kind of news?

S : Sport!

S : Race.

S : Sport news.

T : Sport!

S : Education!

T : Education!

T : Allright! Let's see. The kind of the news can be sport, education, crime, culture, entertainment,

politics, science and health, technology, and religion. —————→ *Summarizing*

### 5) Repeating Students' Response Verbatim

It is exactly repeating the exact words of students after their participating in the interaction.

T : Robby, what is the news?  
 S : Lapindo's mud!  
 T : Lapindo's Mud? —————→ *Repeating*

### 6) Asking question

It is the teacher talks in the form of question, in order to get information from the students.

T : What is the headline? —————→ *Ask question*  
 S : Hurricane.

## b. Direct Influence

### 1) Giving Information

It refers to the teacher's effort in to delivery some information to students related to the lesson.

T : So, Narrative text indicates with the use of past tense and usually there is a signal words such as once upon a time, many years ago etc. —————→ *Giving information.*



## 2). Correcting Without Rejection

It refers to how the teacher tells students who have made a mistake, correct response without using words or intonation, which communicate criticism.

T : What magazine did you get yesterday Noe?  
 S : Three G  
 T :What news?What is it about? —————→*Correcting*  
 S : About Three G.  
 T : Yeah why didn't you tell the details?

## 3) Giving Direction

Giving direction refers to the teacher's instruction by giving students directions, commands or orders that the students are expected to understand what they supposed to do.

T : Now read the text in the page 42. Read it carefully then answer the questions based on the text.  
 Get it?————→*Giving Direction*  
 S : Yes!

## 4) Criticizing Students' Behavior

It refers to the teacher reject the bahavior of students; trying to change the non-acceptable behaviour, communicating anger, displeasure, annoyance and dissatisfaction.

T : Do you understand?  
 S :.... (*Silent*)  
 T : Hello...everybody.?→*Criticizing*  
 S : Yes mam.

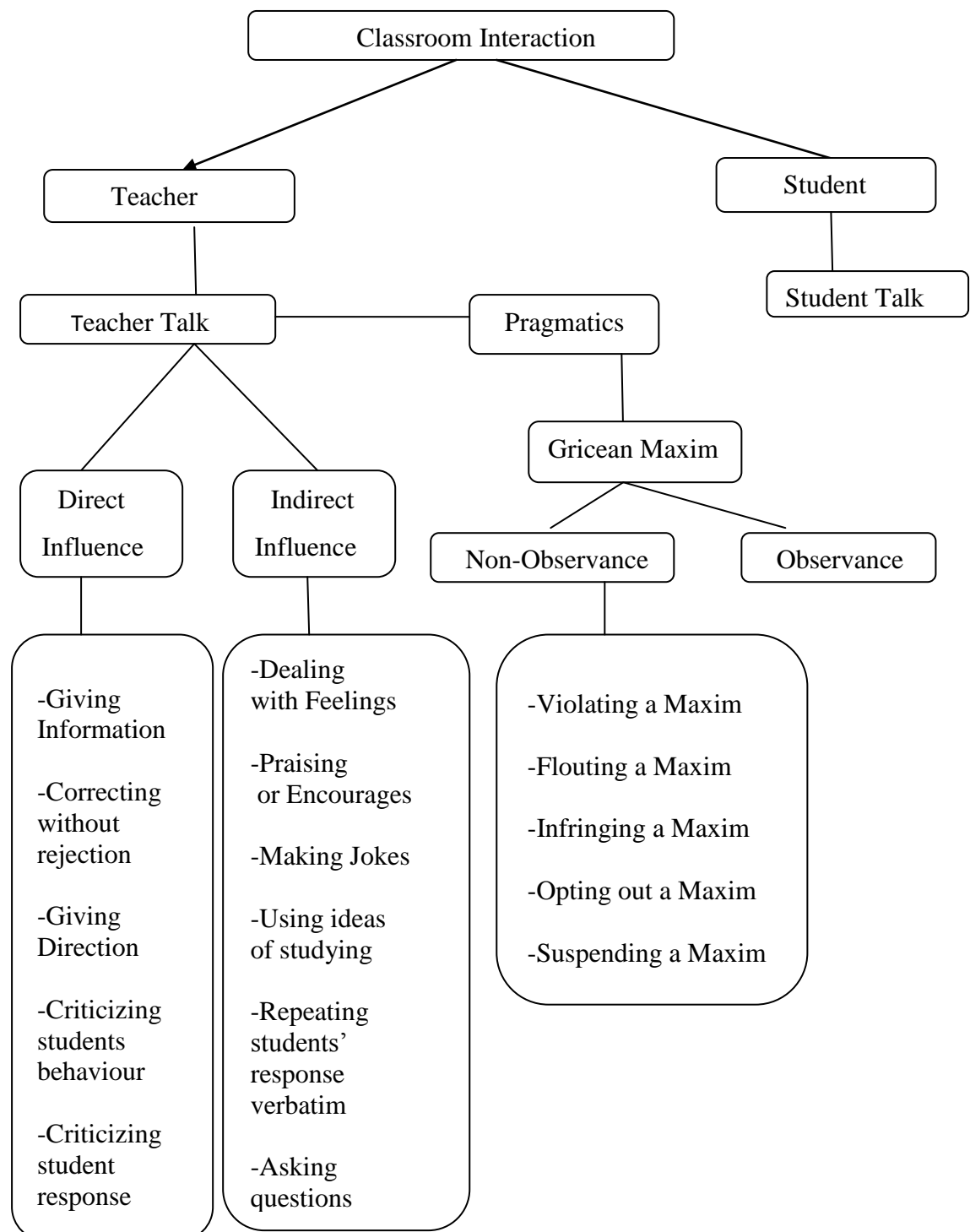
### 5) Criticizing Students' Response

Criticizing student's response refers to the teacher tells the students that his or her response is not correct or unacceptable and communicating criticism, pleasure, annoyance, rejection by words or intonation.

- T : Why people in of the town of Alice shut themselves in the home?  
 S : Because they prepare the face the arrival of the 100 mile per winds.  
 T : Ya! —————→ *Acceptable*

### Analytical Construct

To obtain the research objectives, the researcher follows an analytical construct, which is shown below.





## **CHAPTER III RESEARCH METHODS**

Chapter III presents the description of research method which is used in this research. This chapter consists of research design, data and data resources, the instrument, technique of data collection, technique of the data analysis and the truthworthiness.

### **A. Research Types**

Bogdan and Biklen (1982) say that qualitative research study uses the natural setting and the concerns is in the process, that is, with what has transpired, as much as with product or outcome. Creswell (2009) also says that natural setting in the qualitative research is a must. It means that the researcher tends to collect the data in the field at the site where the participants experience the issue or the problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete. In the natural setting, the researcher has to face-to-face interaction over time. McKay (2006) also shares same idea with Creswell. He states that reality in qualitative research is holistic. It cannot be separated with another fact exists in the site of research. So, every phenomenon happen in the research site has effect to others things in the site.

This research is categorized as descriptive qualitative research. This research is conducted to describe the teacher talk of an English teacher in her English class at SMP N 1 Kalasan.

## **B. Data and Source of Data**

Bogdan and Biklen (1982:28) state that in descriptive qualitative, the data collected are in the form of words or picture rather than numbers. The main data which are used in the qualitative research are language action and behaviour from the object of the research. The data itself are in the forms of lingual units. Those data can be in the form of words, phrases clauses, sentences, or utterance found in the classroom interaction. In spite of using the data in the qualitative form, the data in the form of quantitave were used also in this research. Data in the form of frequencies were used to see the distribution of the teacher's talk during the observations.

In this research, the data were gained in the bilingual class of SMP N 1 Kalasan in academic year of 2012/2013 at grade VIII B. Tecaheer talk in the classroom interaction is the data in this research. Teacher talk is any kind of language used by teacher to communicate in the class with the students. Teacher talk could be in the form of direct and indirect influence.

## **C. Instrument of The Research**

According to Bogdan and Biklen (1982:27), the natural setting is the direct source of the data and the researcher is the key instrument. In this research, the researcher is the key or the main instrument. Involving in all of the research process from the observation to the analysis is the duty of the researcher.

In spite of using the researcher as the key instrument, some extra instruments is also used in order to help the key instrument (the researcher) to get the data in the field. The extra instruments are the notes, pens, camera video or recording device and also some papers.

#### **D. Techniques of the Data Collection**

In this research, the data were taken from the dialogues between the English teacher and students during the teaching and learning in the classroom setting. In collecting the data, some gradual activities conducted by the researcher.

First, attending the teaching and learning process in the classroom was the first thing that has been done by the researcher. In the observation process, the interaction, responses and any phenomenon were the focused of the researcher. Natural setting is the key point when conduct the observation process. So, there is no certain or control condition made by the researcher.

Second, during the classroom observation the data were gained by taking note. Taking note technique uses to write the entire phenomenon happens in the teaching learning process especially in relation with the teacher talk.

Third, besides using taking note technique, the data also were taken by video recording. This technique is used to gain the trusted data with video evidence. This technique will capture the entire phenomenon in the classroom setting during the learning process.

The last, the interviewing the teacher also was conducted by the researcher. Some questions were given to the teacher relates to the teacher talk while the teaching and learning in classroom conducted.

### **E. Analysis of the Data**

After collecting the data, the next step is analyzing the data gain. Wiersma (1995:281) says that data analysis is a process of categorization, description, and synthesis. Bogland and Biklen (1982:157) states that the analysis involves working with the data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned and deadling what her or she will tell others.

The data analysis process of this study involved observing the record, transcribing, checking, exploring, analyzing and interpreting the data.

At the first step of analysis of the data after observing the record, the data were transcribed into the card. After that, the data in the data card were checked in order to make sure that the data were correct and nothing left.

Then, the data were analyzed. In analyzing the data, the data were analyzed in two things. They are the teacher talk and the non-observance Gricean Maxim. The teacher talk were classified into the two categories of teacher talk (Direct and Indirect Teacher Talk) and five categories of the Non-observance Gricean Maxim (Violating, Fiolating, Infriging, Opting out and Suspending). After that, the data in the data card were interpreted in data sheet



. The data card and the data sheet used in this research could be seen in the following figures.

**Table 1. The data card**

Code : _____ Time: _____ Date: _____ Class: _____
Teacher Talk:
Type TT: D/I Kinds : _____

**Table 2. Data Sheet**

No	Code	Data (TT)	Type of TT												Non-Observance of Gricean Maxim				
			D					I											
			GI	CR	GD	CB	CR	D F	P	J	U I	R V	A	V	F	In	O	S	

Note :

TT : Teacher Talk

D : Direct

I : Indirect

GI : Gives Information

CR : Corrects Without Rejection

GD : Gives Direction

CB : Criticized Students Behaviour

CR : Criticized Students Response

DF : Deals With Feelings

P : Praises

J : Jokes

UI : Using Ideas of Studying

RV : Response Students' Response Verbatim

A : Asking Questions

V : Violating Maxim

F : Flouting Maxim

In : Infringing Maxim

O : Opting out Maxing

S : Suspending Maxim

#### **F. Trustworthiness**

Burns (2000:272-273) states that triangulation is the use of two or more methods of collection the data in the study of some aspects of human behavior. Triangulation technique in the social sciences attempt to map out the richness and complexity of human behavior by studying it from more than one stand point and or using a variety of method.

In this research, multiple data of resources were used. They are the field note, video recording and interview the English teacher of SMP N 1 Kalasan.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

Chapter IV presents the description of teacher talk delivered by an English teacher during the process of English teaching and learning, concerning to the non-observance gricean maxim and the type of teacher talk. This chapter deals with two sub-chapter. They are research finding and discussion.

#### **A. Research finding**

Based on the data analysis, the research finding of the data gained in the teaching and learning process is presented in this sub-chapter. The research finding divides into two subjects. They are the type of the teacher talk and also the non-observance of the gricean maxim.

##### **1. The type of teacher talk**

Teacher talk is any kind of language which is used to interact in the class. In the observation, the researcher found that teacher talk is one of important components in the teaching and learning process. This fact could be seen in the following table. The following table is a table of frequency and type of teacher's talk during the observation which was held in four meetings.

**Table 3. The Frequency of The Type of Teacher's Talk.**

No.	The type of teacher talk	Num. of frequency	Percentage (%)
1.	Giving Information	114	12.18
2.	Correcting without rejection	13	1.39
3.	Giving Direction	150	16.03
4.	Criticizing student' behavior	71	7.59
5.	Criticizing students response	72	7.69
<b>Direct</b>		<b>420</b>	<b>44.87</b>
6.	Dealing with feeling	102	10.90
7.	Praising	50	5.34
8.	Making jokes	20	2.14
9.	Using ideas of studying	88	9.40
10.	Repeating students' response verbatim	75	8.01
11.	Asking	181	19.34
<b>Indirect</b>		<b>516</b>	<b>55.13</b>
<b>Total</b>		<b>936</b>	<b>100%</b>

Table 3 above shows the description of teacher's talk in the terms of the types. The types of teacher's talk are divided into two sub-terms, they are direct influence and indirect influence. The direct influence gets 420 utterances out of 936 utterances, as it is around 44.87%. The rest, that is 516 utterances or around 55.13% are in the form of indirect influence. Direct influence is divided into five terms. They are giving instruction with 12.18% or around 114 utterances, correcting without rejection with 1.39% or 13 utterances, giving direction with 150 or 16.03%, criticizing student' behavior with 7.59% or around 71 utterances, and the last 72 utterances or 7.69% are criticizing students response.

There are six terms of teacher's talk in indirect type. The first place with 19.34% or 181 utterances is asking category. The second place is

dealing with feeling with 10.90% or 102 utterances. Using ideas of studying is in the third place with 88 utterances or 9.40%. Repeating students' response verbatim is in the next place with 75 utterances or 8.01%. The last places are praising around 5.34% or 50 utterances and making jokes with 20 utterances or 2.14%.

## 2. The non-observance of gricean maxim

**Table 4. The Frequency of the Non-observance of Gricean Maxim.**

<b>No.</b>	<b>The non-observance Gricean maxim</b>	<b>Num. of frequency</b>	<b>Percentage (%)</b>
1.	Flouting the maxim	37	9.60
2.	Violating the maxim	43	11.17
3.	Infringing the maxim	294	76.36
4.	Opting out the maxim	1	0.26
5.	Suspending the maxim	10	2.59
	<b>TOTAL</b>	<b>385</b>	<b>100</b>

The non-observance of gricean maxim is the condition of interaction when the sayer breaks the cooperative principle or the gricean maxim. In this case, the sayer is the teacher. The table above gives the general description about the occurrences of the non-observance of gricean maxim in the teacher's talk during the English teaching and learning process.

The occurrences of the non-observance in the observation is 385 utterances. The biggest occurrences is in the form of infringing the maxim that was 294 utterances or around 76.36%. Then 43 utterances or 11.17% are in the form of violating the maxim. Flouting the maxim gets 37

utterances or 9.60%. 10 utterances or 2.59% is suspending the maxim. And the last one is opting out the maxim with 1 utterance or 0.26%.

## **B. Discussion**

The detail description of the research finding is the concern in this sub-chapter. The detail description of the research finding is divided into two compenents. They are the type of the teacher's talk and the non-observance of the gricean maxim.

### **1. The Type of Teacher Talk Based on FLINT**

Moskowitz (cited in Brown, 2001) classifies several elements of classroom interaction through Foreign Language Interaction (FLINT). Indirect and direct influence are included. Direct influences are in the form of giving instruction, correcting without rejection, giving direction, criticizing student' behavior and criticizing students response. Meanwhile's indirect influence includes dealing with feeling, praising, making joke, using ideas of studying, repeating students' response verbatim, and asking.

#### **a. Direct Influence**

This part reviews some types of teacher talk in direct influence as stated by Mozkovitz in FLINT (1971, cited in Brown, 2001). Direct influence includes giving information, correcting without rejection,

giving direction, criticizing student behaviour, and criticizing student response.

### 1) Giving Information

Giving information refers to the teacher effort's in order to deliver some information to the students related to the lessons that were being taught. Giving information involves fact, opinion about content or procedure, expressing own ideas, lecturing, giving own explanations, or criting an authority other than pupil. The data shows how the teacher gave information to her students.

Extract 1 (Code: 02/ 177)

Give information	→	T : True or false! If it false correct it. And share the correct to the class. For example number one! Calon Arang had a son! That's false, the correct one is Calon Arang did not have a son, but a daughter!
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Extract 1 above is seen that the teacher gave information in the form of procedure. The teacher showed the procedure to do the task toward the students. She also provided her information with example, so the students would very understood about what they have to do with the task. Giving information in the form of procedure is also included in this type .

## Extract 2 (Code: 04/ 200)

Give Information → T : Untuk membedakan antara pretty sama beautiful itu, a pretty woman so beautiful view! Beautiful itu bisa masuk semua! Berarti apakah perempuan yang indah melihat pemandangan yang cantik? No! Dibalik, perempuan yang cantik melihat pemandangan yang indah! (*To differentiate between pretty and beautiful is that a pretty woman so a beautiful view! Beautiful we can use for anything! So, is that a beautiful woman saw a pretty view? No! Reversed a pretty woman see a beautiful view!*)

Extract 2 above also shows the giving information type but the function is for lecturing. It is showed in the whole the utterances above. The teacher just explained the material and tried to clarify her explanation in order to make the students understood about the material. She also provided her explanation with example.

## Extract 3 (Code: 03/ 012)

(In the beginning of the class)  
Give Information → T: Okay, today listening again! But for tommorow reading, reading and reading!

Extract 3 above is seen that the teacher gave an information about what they are going to do in the class at that moment. It is very important to get the students know about the objection of today's learning because the students will prepare what they need (the books, the stationary and the part of the body such as the ear when listening or mouth when reading or speaking). This reason also can be seen from the interview with teacher.



## Extract 4 (interview 3)

R:Ibu, diawal pelajaran ibu berkata pada siswa tentang tujuan pembelajaran pada hari ini. Anda berkata bahwa “Today listening again! But for tommorow reading, reading and reading! Apa maksudnya ibu? (*Mam, in the begining of the teaching and learning process, you told the students about the objection of the learning today, you said that “Today listening again! But for tommorow reading, reading and reading!” what is the meaning of that Mam?*)

T: I gave the students information mbak. Jadi siswa mengetahui apa yang akan mereka lakukan hari ini mbak dan juga agar mereka menyiapkan telinga mereka (sambil tertawa). Gag mbak, maksud saya agar mereka tahu apa yang harus mereka lakuakan selama proses belajar mbak. (*I gave the students Information mbak. So the students know what they are going to do today and also they can prepare their ear (while laughing) No, I want they know what they have to do along the learning process mbak.*)

Based on the data obtained, the teacher often gave information to the students, as indicated in Table 5.

**Table 5. The Data of Giving Information**

	Meeting				Total
	I	II	III	IV	
Give Infomation	42	32	21	19	114

From Table 5, it can be found that the teacher mostly gave information in the first meeting. But by the time, she reduced the quantity of giving infromation. In the second meeting, she gave 32 utterances of information. There are 21 utterances of infromation in the third meeting. And there are 19 utterances of information in the fourth meeting. From Table 5, it seems that the teacher still dominates in the classroom interaction, but by time she reduce the quantity. It is

a sign that the teacher tried to reduce her domination of the class. She drove the students to use their own idea of the matter. She tries to develop students' critical think.

## 2) Correcting without Rejection

Correcting without rejection refers to how the teacher tells the students who have made mistake or correct responses without using words or intonation, which is communicate criticism. The examples can be found in the following interaction between teacher and students.

Extract 5 (Code: 03/ 108)

Correction without rejection	—————→	T : Kira-kira dari itu, dia setuju atau enggak? ( <i>In your opinion from that, does she agree or not?</i> )
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Extract 6 (Code: 04/ 194)

		T: What is the difference between beautiful and pretty?
		S: Beautiful itu indah, Pretty itu cantik!
Correction without rejection	—————→	T: Berarti artinya yang apa kalau kamu ngomong kayak gitu? ( <i>So, what is the meaning based on your answer</i> )

Extract 5 and 6 showed that the teacher tried to motivated students to think about what their answer. She wanted the students develop their own sensitiveness. She did not said directly and clearly weather the students' answer was wrong or not. She also did not use any words that might be irritate them and also attack the students feelings. Explainng

the fact then asking the students to think again are a good way to said that your answer is wrong.

Extract 7 ( Code : 01/ 090)

Correction	→	T : <i>Tempat untuk? Tempat untuk?</i> (place for?
without		A place for?
rejection		S : <i>Mendapatkan pertolongan..</i> (To get some help..)
		T : <i>Tempat untuk mendapatkan pertolongan ketika ada..ketika ada kebakaran..</i> (A place to get help when there is ...there is a fire.) (She said it in low tone voice and with enthusiasm)

From Extract 7 above, the teacher wanted to correct the students' answers by giving some clues to them. She did not directly say that the answer was wrong with words or intonation that could make them feel in pressure. She gave them some words or clues. By doing so, the teacher wanted the students to be aware of their own mistakes. By using this type of teacher talk, the teacher can minimize the anxiety feeling caused by feelings of uneasiness, frustation, self-doubt, apprehension, or worry that commonly raises when the teacher criticized students' using words or intonation. The extract 8 bellow shows an interview with the teacher relates to the correction without rejection.

Extract 8 (interview 1)

R : *Informasi yang ibu berikan dalam pembelajaran tadi ibu berikan secara bertahap. Sebenarnya apa tujuan ibu dari hal tersebut?*(When you give an information to the class, you rare to give it in the full form. Why is that?)

T : *Ya, hal tersebut saya lakukan denga tujuan untuk memberikan pancingan kepada siswa agar cepat merespon jawaban dari pertanyaan yang saya berikan.*(Okay, I did it in order to give stimulus for students to answer the question.)

Table 6 shows the frequencies of the teacher's corrected the students without using words or intonation of criticism.

**Tabel 6. Teacher's Correction without Rejection**

Meeting					
	I	II	III	IV	Total
Correcting without words or intonations of criticism	8	0	4	1	13

As seen in Table 6, It could be seen that in the second meeting she even did not use any type of teacher talk. She only used it in the first, thirt and fourth meetings. It seems that the teacher rarely used this kind of talk. The teacher is very close emotionally with the students, so it seems normal for her to do the rejection the students' answer directy (Interview 1).

### 3) Giving Direction

Moskowitz (1971) says that giving direction is very important in classroom interaction. In this study, giving direction refers to the teacher's instruction by giving the students directions, commands or orders that the students are expected to understand what they supposed to do. Here it is the first and second examples of this type of teacher talk.

Extract 9 (Code: 03/ 111)

T: Walaupun dipaksa, tapi tetep jawab  
"Yes"!

Give direction → Now look C! On the box!

Extract 9 here tells about the teacher's direction. She asked the students to look at in the certain content on the material book. In this utterance, the teacher asked them to look at the option C on the book. She gave a command in order to help the students to answer the question.

Extract 10 (Code: 04/ 009)

Give direction → T: Prepare your book please! Prepare your book please!

In Extract 10 above, the teacher gave the students commands to prepare the book. She said this twice because she saw that the students did not pay attention to the first direction. The teacher expected that the students would prepare the book quickly. In this utterance, the giving direction is in the form of request. It can be seen that she said "Please!" in the end of utterance. So, it indicates that the utterance is in the form of request not a command or an order.

Extract 11 (Code : 01/ 215)

Give direction → T : *Kotaki kata* "Transferred"! Verb to and go to similiar same meaning. *Biar lebih paham lagi!* (Give a mark on words "Transferred"! Verb "To" and "Go to" similiar meaning. So, you will be more understand!)

As seen on Extract 11 above, the teacher gave direction to the students. She told it in order to make the students understood and also gave them alternative way to make the students more understood about

the important things. Here it is table distribution of giving direction in the four observations.

**Table 7. Teacher's Giving Direction.**

Giving Direction	Meeting				Total
	I	II	III	IV	
Give Direction	45	42	38	25	150

Based on Table 7, it is seen that the teacher gave direction to the student in order to make them understand about the instruction of any activity during the lesson. Giving direction was also used by the teacher to help the students to do the task correctly. But from the table, it seems that the students started to understand about the instruction in the task, and the teacher's role in the class relates as a facilitator from the task could be minimize.

#### 4) Criticizing Students' Behavior

Criticizing refers to how the teacher rejects the students' behaviour. For instance change the non-acceptable behavior or communicate anger, displeasure, annoyance and dissatisfaction.

Based on the observation, it is seen that sometimes the teacher needed to criticize students' behavior while teaching and learning process, as exemplified below.

Extract 12 (Code: 04/ 019)

(There was one student who is still turn on his laptop in the class in the beginning of the lesson)

Criticize —→ T: Annas, shut down the laptop for a moment!

The utterance in the extract above happened when there was a student which is still turn on his laptop and play on it in the beginning of the lesson. The teacher said to turn off the laptop. She criticized that student's behaviour. The student's behave was unacceptance. He was impolite and did not listen to the teacher.

Extract 13 (Code: 02/ 049)

T: Takatuliang and wood cover! Nanti kalian bisa baca sendiri disitu!  
(*Takatulaing and wood cover! You can read it by yourself later!*)  
(The students keep read the text!)

Criticize → T: Okay! Yuk, now stop it! Don't read about that!

Extract 13 above shows that the teacher had been give the students commands not to read the text, but the students kept read the text. The teacher tried to stop their behave and also controled them to go back to the lesson. She used the utterance "Okay! Yuk, now stop it! Don't read about that!" in order to criticeze students' behave and also to show that she did not agree with that.

Extract 14 (Code: 01/ 031)

(The students starts make some noisy that make the class in chaos)

Criticizing → T : Opo maneh tho?? Sudah, kog malah ribut tho?  
Ya, nanti diganti soalnya. Gampang tho? (*What else? Enough, why you make a noise? Okay, the questions will be changed. Easy hah?*)

From Extract 14, it is seen that the class became so noisy after the teacher answered one question from a student. She asked the class to be silent by saying “*Opo maneh tho?? Sudah, kog malah ribut tho?(What’s now? Enough! Why you make noise?)*”. She tried to criticize the students’ behavior by said that utterance and also showed that herself does not agree with what students’ did.

**Table 8. Teacher Critics on Students’ Behavior**

	Meeting				Total
	I	II	III	IV	
Rejecting and changing behave	23	23	9	16	71

From Table 8 it can be seen that the teacher used the lowest frequency at the third meeting and the highest one occurred in the first and second meeting. It happened because at the first meeting was a discussion of the mid-term test, so the students very easy to make noise or unacceptance behaviour in the class. And in the second meeting was discussion of the material, that is why the students talk all the time by themselves. And also in the rest of the meetings. Usually the teacher will criticize the students’ behaviour if the students’ behaviour is intolerant. In some cases she only gave them smiles when they did something that still tolerant for her (Class’ field note).



### 5) Criticizing Students' Response

Criticizing students' response means to the teacher's response to the students' answers or response correct or acceptable and communicate criticism, pleasure, annoyance, rejection by words or intonation. The following interaction shows that the teacher gave responses to the students' answer of the questions.

Extract 15 (Code: 01/ 058)

	T : <i>Kira-kira</i> "Notice" <i>cenderung ke</i> "Warning" <i>atau ke</i> " Notice?( Is this a "Notice"? Does it more like "Warning" or " Notice"?)
	S : Warning!
	T: <i>Kenapa?</i> (Why?)
	S : <i>Mengandung bahaya mam, kalau</i> <i>dilanggar!</i> (If we don't follow it, we are in danger mam."
Criticizing students' response	→ T : Yes!

From Extract 15 above, the teacher says "Yes." which indicates that she accepts the student's answer. The teacher encourages the students to give correct responses of the next questions. Criticizing students' response is not only talk about the acceptance but also the unacceptable answer. The unacceptable response usually is signed with the raising intonation of the teacher's utterance. Here it is the Extract of the criticizing students' responses.

Extract 16 (Code: 04/ 079)

	T: Do you ever....do you ever watch or listen or read?
	S: No!
Cricizing students' response	→ T: No? Never? Not yet?

Extract 17 (Code: 02/ 046)

T : What folk tale they are?  
S : Danau Toba!  
T : Danau Toba!

Criticizing students' response → No!

In the two extracts above, the teacher did not only use the non-acceptance utterance in this case “No!”, but she also raised the intonation in order to criticize students’ response. The teacher repeated student’s incorrect answer “Danau Toba!” with specific intonation which tells the student that his answer was not correct and she also said “No!”. Then, the students tried to find the correct answer for it.

Table 9 here shows the distribution of the teacher’s utterances relates to the criticizing students’ response in the four meetings.

**Table 9. Criticizing Students’ Response**

	Meeting				Total
	I	II	III	IV	
Criticizing Students’ response	25	38	3	6	72

From Table 9, it can be seen that the teacher’s response related to the criticizing students’ response is reduced. It seems that the students had been improved their competence for the material they learnt. In the first meeting was the discussion from the mid-term exam. The exam seemed quite difficult for the students. The teacher gave many responses from the students answer. Meanwhile, in the second meeting, the students looked very enthusiasm toward the lessons. It is

showed in the table that the teacher's responses were very high. And the last two meetings, they did not really enthusiasm to respond to the lessons. The material is the reason for it. The teacher on the extract interview below explained the reasons why in the second meeting the students looked very enthusiastic but in other meetings they did not.

Extract 18 (Interview 3)

R : Ibu saya menemukan bahwa response dari jawaban siswa yang ibu berikan, seperti "No!", "Yes" dan sejenisnya semakin berkurang sampai pertemuan tadi, dan yang paling banyak ada di pertemuan kedua ibu. Kenapa ibu? *(Mam I found that your response of the students' answer for instance "No!", "Yes" or others reduced in every meetings, except in the second meeting. Why ma'am?)*

T : Hal ini berkaitan dengan materi yang disampaikan dalam kelas mbak. Jadi dalam pertemuan pertama dan kedua, materi dalam kelas adalah pembahasan soal ujian mbak. Sementara pada pertemuan hari ini hanyalah membahas materi buku mbak. Jadi materi pembelajarannya beda mbak. Pada pertemuan kedua materinya lebih menantang untuk siswa mbak. Sementara untuk pertemuan tadi dan kemarin kurang menantang bagi siswa, karena materinya sudah pernah mereka terima pas waktu kelas 7. *(This is related to the material that being taught. And also to the students itself mbak. In the first and second meeting, discussion of the test is the material on the class mbak, in other hand in today's meeting the discussion talked about the material from the book. So the learning material is different. In the second meeting, the material was so challenging for them, they did not know before. But for the previous meeting and the last meeting were not really challenging for them, they already got the material in the 7th grade. )*

b. Indirect Influence

This part focuses on the second category of teacher's talk that is indirect influence. It includes dealing with feeling, praising or encouraging, making joke, using ideas of students, repeating students response verbatim and asking questions.

1) Dealing with Feeling

Dealing with feeling is one type of teacher talk in FLINT. It deals with feeling in non-threatening way. Dealing with students' feeling consists of three categories. They are acceptance, discussion and ignorance. Acceptance occurs when a teacher accepts the students' initiation. Detail information can be seen in the extract below.

Extract 19 (Code: 03/ 003)

		T : How are you today?
		S : I am fine. How are you?
Acceptance	→	T : Fine, thank you!

The utterance above shows that the teacher says "Fine, thank you!", which indicates the teacher's acceptance or sympathy to the students feeling. It seems that the teacher did it in an unthreatening manner. Furthermore, it appears in Extract 19 above that the utterance "Fine, Thank you!" indicated as her. It occurred when the students asked about her condition which was replied with a big smile in her lips which is categorized as a non-threatening action.

The next extract shows how utterance occurs as two ways of communication. It can bring the students to the idea that they are being involved within the learning process. This phenomenon indicates the presence of communication exchange between the teacher and students.

Extract 20 (Code: 01/ 069 -072)

Discussion

- T : Istirahatnya dibelakang aja ya? (*What if we put the break in the end of class?*)
- S : Wah....Gag mam!(*Wah...No Mam!*)
- T : Kalian dapat jatah sholat dhuha? (*You get the charge of Dhuha praying time?*)
- S : Iya mam.(*Yes Mam.*)
- T : O ya udah. Dhuha ada...ada batas waktunya gag? (*Is there any time limit of it?*)
- S : Gag ada. Eh ada sampai Dhuhur. (*Yes, there is no. Eh...There is.*)

Extract 20 above shows that the idea of conversation helped the teacher conduct discussion related to the students' knowledge. The discussion did not relate to the topic provide, but it was a good way for teacher to gain information from the students. It was also good for the teacher to involved the students in the classroom decision. From the extract above, it can be seen that the teacher wanted to put the break in the end of the lesson, then she asked the students about their opinion.

The last extract is related to the ignorance, occurs when the teacher did not give positive response to the student's initiation.

Extract 21 (Code: 02/ 081)

T : Kemarin ada yang ganggu tapenya mam Riris.  
 Sudah tak paske tapenya! (*Yesterday, there was a person who did something with my radio. I used to fix it!*)  
 S : Kelas berapa bu? ( *Which class mom?*)  
 T : Not a class but a teacher!  
 S : Siapa mam? (*Who is that mam?*)  
 Ignorance → T : Wait a minute ya! Tunggu ya? (*Wait a minute! Wait!*)

Regarding to the conversation above, the students asked the teacher about the person who troubled the tape; however, the teacher did not want to tell them about the person. Realizing that the students were very eager to know the person, the teacher skipped it and continued the lesson. She did not answer the students' question and turned the topic. It indicates that the teacher did not accept the students' feeling and ignored it by simply continuing the lesson.

**Table 10. Dealing with Feeling**

	Meeting				Total
	I	II	III	IV	
Dealing with feeling	25	25	23	29	102

From Table 10, it can be seen that totally in four meetings the teacher's utterances dealing with feeling were almost in the same portion in every meeting. It also can be assumed that dealing with feeling is very important in the learning process. It is shown from the interview hold by the researcher with the teacher below.

## Extract 22 (Interview 4)

R : Saya melihat bahwa ibu banyak berdiskusi dengan siswa tentang sesuatu hal yang akan mereka lakukan. Kenapa ibu berdiskusi dengan siswa? Menurut saya ibu dapat langsung memutuskan keputusan tanpa berdiskusi dengan siswa. (*I saw that you made so many discussion with students about the things that they are gonna do. Why you do that with the students? Because in my opinion you can directly make a decision without do that with the students.*)

T : Nah hal seperti ini mbak yang harus diketahui bahwa diskusi dengan siswa itu penting karena itu akan membuat siswa merasa diajak masuk dalam penentuan keputusan dan menjadi bagian dari kelas tersebut. Sehingga jika siswa merasa diperhatikan, aspirasinya didengar maka mereka akan lebih tertarik dengan pelajaran mbak. Dan hal ini tidak hanya untuk diskusi mbak, bisa juga dengan hal-hal kecil seperti pujian atau ucapan terimakasih mbak. (*Thing like this one that you should known Mbak because that thing could make students feel involve in the class and also be part of then. So if the students get more attention, their argument was heared so they will be more interest to the lessons. And that is not only discussion but also other small things like praising or just thanking.*)

## 2) Praising

The next type is praising. It refers to the teacher praises or encouragement for students' involvement or behavior. It shows that the words are approval or admiration for somebody or something toward students' positive contribution. Encoragement is the act of encouraging somebody to perform the knowledge.

This can be informed of praising, compliment and trying to give them confidence and confirming answers are correct. Nodding or saying "Umhm?" is included, and another example when the teacher telling the students are reasons they have done is valued.

They are two kinds of interaction that always occurred in classroom interaction. They are encouragement and discouragement. These interactions occur in a form of praising as the encouragement needed in classroom interaction. Praising can be considered as an expression of your approval or admiration for somebody or something. In the other hand, encouragement is the act of encouraging somebody to perform the knowledge.

Extract 23 shows the utterance from teacher related to the praises utterance.

Extract 23 (Code: 03/ 036)

	T :Number one, what is your answer?
	S : Story!
	T : Come on Check it!
	S :Story!
	T : <i>Apa?</i> (What?)
Praising →	S : Story!
	T : <i>Ya</i> , great!

From Extract 19, it is known that teacher directly responded the students' answers by saying "Great!". Since the students' answer is correct, the teacher acknowledges the students' who answers her question correctly and providing a positive reinforcement by saying "Ya, great!". The use of positive reinforcement helps the students sustain their self confidence in answering the teachers' question to make the students feel safe in using their English and finding their internal motivation to interact with English.



The next two extracts show that the praises are not only in the form of praising, but also in the form of motivating or encouraging the students' motivation to answer the question.

Extract 24( Code: 04/ 090)

T: Okay, what kind of that text?  
S: Ehm..Fairytale, folktale!  
Praising → T: Fairytale, folktale, epic or...?  
S: Fabel!

Extract 25 ( Code: 01/ 183)

T: What is the aim?  
S: To....  
T: To...to..?  
Praising → “To” apa? (“To” what?)  
S: Retell the past!  
T: Yes, to retell about the past.

The two extracts above show that the utterances were not in the form of praising. It is more like giving the students clues in order to motivated them. In the two extract above, the teacher was sure that the students really knew the answer of the question. The teacher tried to motivate them by giving them clues. In fact, the function of praising utterance is to motivate the students and improve their participation in the learning process.

The amount of praising expressions used by the teacher can be seen in the following table.

**Table 11. Praising or Encouraging**

Meeting					
	I	II	III	IV	Total
Praises oe Encouragement	16	13	10	11	50

Table 11 shows that the teacher praised the students in the four meetings. The teacher praised the students in order to make them feel comfortable and relax. So that, they tried to speak up in English. The data above indicate that in the first meeting the teacher tended to encourage the students' participating in answering the question about the discussion from the English mid-term test. The teacher gave positive reinforcement to the students' answer to engage them in classroom interaction as stated by Brown (2001) in interactive principle. The Extract 26 below taken from the interview with the teacher telling about the teachers' opinion about the praising.

Extract 26 (Interview 1)

R: *Ibu sering mengatakan "Yes, Great!" untuk memberikan tanggapan atas jawaban dari siswa. Apa tujuan ibu dalam mengatakan hal tersebut? (You always say "Yes, great!" when you want to response the students' answer. What is the purpose of that Bu?)*

T: *Hal tersebut adalah salah satu bentuk penghargaan kepada siswa atas usaha siswa menjawab pertanyaan yang saya berikan dengan benar dan juga untuk memberikan motivasi siswa untuk dapat menjawab dengan benar dan lebih aktif lagi didalam kelas. (That is a form of appreciation that I give to the students when they answer my questions correctly and also give them a motivation in order to answer correctly and more active in the class.)*

### 3) Making jokes

Making joke refers to something that teacher says or does to make students laugh. Making jokes is one of the ways to initiate interaction in the classroom and it could make the learning proses enjoyable. Making joke includes intentional joking, kidding, making puns, attempting to be humorous. However the joking should never be annoying for others' feeling. Jokes could motivate students to listen the teacher's explanation in the class. In brief, jokes can make students engage in teaching learning process. Here it is the extract data from the observation founded by the reasearcher related to making joke.

Extract 27 (Code: 04/ 149)

	T :Look at your dictionary?
	S : <i>Iya, lebih bagus</i> dictionary. (Yes, the dictionary is more attractive..)
	T : Yes, that's right.
Jokes	→ : Of course, <i>Lebih menarik</i> dictionary then mam Riris. (Of course, the dictionary is more attractive then me.)

Extract 28 (Code: 01/ 060)

	T: Ketika kita melanggar sudah ada warning “Don't cross the river!” tapi kita tetep crossing the river, ya kita akan bahaya. Mungkin sungainya dalam, mungkin arusnya besar! ( <i>When we break a condition which is there is a warning such as “Don't cross the river!” but we still crossing the river, we are in a dangerous!. Maybe the river is so deep, maybe the stream is big! </i> )
	S: Mungkin ada buayanya mam!( <i>Maybe there is a crocodile mam!</i> )
Jokes	→ T: Buayanya lagi sekolah koq!( <i>The crocodile is at school!</i> )

Extract 29 (Code: 02/ 189)

Jokes → T: Dedi could you help me to clean the white board please! Help him!  
 S: Yes Mam! (He ran and took the eraser to clean the board)  
 T: Kasihan ya! Sudah dihapus eh..ditulisi lagi! (*It is pity! After it was cleaned, it would be written again!*)

From the extracts above, it can be seen that the teacher made joke in order to get the students' attention. Often times, it is commonly found that in the class the students did not focus to the lesson. It is happened because there is a personal problem or the students are tired. That is why the teacher needs to make joke in the class. Since a joke can break the ice that sometimes raised in the class and boredom.

**Table 12. Jokes**

Meeting					
	I	II	III	IV	Total
Joke	6	8	2	4	20

From Table 12, it can be seen that the teacher always made jokes during the class for four meetings. The teacher liked to make joke in the observation class because of the reasons in the interview below.

## Extract 30 (Interview 2)

R : Sering sekali ibu menggunakan lelucon dalam kelas ibu. Apakah pada semua kelas ibu melakukan hal ini atau juga di kelas lain ibu? (*Mam, you always made joking in the class. Did you do that only in this class or also in the other classes?*)

T : Tidak semua kelas mbak. Untuk kelas dua saya hanya mengajar tiga kelas mbak. Dan diantara ketiga kelas tersebut hanya dikelas ini saya dapat banyak membuat lelucon. Karena pada dasarnya siswa dalam kelas ini lebih mudah memahami pelajaran mbak dibanding kelas yang lain. Jadi sekalipun saya membuat lelucon dengan mereka daya tangkap mereka kepada materi lumayan cepat mbak. Saya tidak perlu khawatir jika materi akan tertinggal. Tapi di kelas yang lain sangat sulit mbak. (*Not in the other classes mbak. I am only teach tthree classes for the second grade mbak. And I only can make a lots of joking on this class. Because bassically the students in this class have a higher competance in English than other classes. So even though I made joking with them, they will also gain the material. I don't need to worry if the did not gain the material. But in the other classes are very difficult mbak. )*

It is clearly seen that there are many benefits from the use of jokes in the class. The teacher in this case Mrs. Riris, realized the important function from the use of jokes in the class. Personally, Mrs Riris the teacher, is very pleasant teacher and also very close to the students. It could be seen form the field note 3 that the students told their experience in the previous class and also other students' experiences.

## 4) Using Students' Idea

Using students' idea here means that any language used by the teacher to clarify, build or develop an idea which is suggested by students. Here it is the example data of the using students' idea.

## Extract 31 (Data : 03/ 104)

		T : Does Nini agree with butet's idea?
		S : (No answer)
		T : Does Nini agree with Butet's idea?
Using Idea of		S : It is not a good idea!
Students	→	T : She is agree or no?
		S : Nini said that it is not a good idea!
		T : Just <i>pertanyaan, kalau itu hanya dua</i> "Yes" or "No"! <i>tidak ada</i> option! (It is just a question, if that so there only have two "Yes" or "No". There is no other options.)

The Extract 31 above shows that the teacher giving a question to clarify the students' answer. It could be seen that the teacher wanted to have clear information about the students' answer. She also wanted to make sure that the students really understood about the questions. When she found that the students did not understand of it, she directly repeated the information. Using students' idea is also used to check whether the students' understand toward the lesson or not.

Using students' idea could be in the four form. They clarifying, intrepreting, summarizing and praphrasing. Clarifying is a request for further information to make something clearer or easier to understand. Usually it is in the form of question or asking a question to the students.

Intrepreting is the effort of a teacher which is tries to understand or express student's meaning in answering the question. Here it is the example data of intrepeating. In the extract below, it could be seen that

the teacher tried to interpret the students' question. She said "Free, you can choose any number!". She understood what the students' want to, then she interpreted just like giving clarification to the students' statement.

Extract 32 (Data: 02/ 193)

		T: Who want to try to answer that question?
		S: Urut Mam! ( <i>In order Mam!</i> )
Using idea of students'	→	T: Bebas, terserah mau nomor yang mana aja! ( <i>Free, you can choose any number!</i> )

Then, summarizing is the summary of what the students said in answering the question given by the teacher. The last one is paraphrasing. Paraphrasing is the teacher expresses what student has said or written by using different words, especially in order to make it easier to understand.

Extract 33 (Data: 04/185)

		T: How about beautiful and pretty? Beautiful? Beautiful? ( <i>How about beautiful and pretty? Beautiful? Beautiful?</i> )
		S: Indah. Beautiful itu molek, pretty itu bagus. ( <i>Indah. Beautiful itu molek, pretty itu bagus</i> )
Using idea of students'	→	T: Hah?? ( <i>Hah</i> ) S: Beautiful molek, cantik, bagus. ( <i>Beautiful molek, cantik, bagus</i> ) T: Molek, cantik! ( <i>Molek, cantik!</i> )

The Extract 33 shows that the using idea of students is in the form of summarizing. In the example above, the teacher summarized the students' answer of the teacher's question about the meaning of

beautiful and pretty. She summarized the students' answer in order to make it understandable for others.

Table 13 here shows the distribution of the using ideas of students during the observation process.

**Table 13. Using Ideas of Students**

Meeting					
	I	II	III	IV	Total
Using Ideas of Students	21	21	18	28	88

From the table above, it can be seen that the teacher used the student's ideas in every meeting. From the table distribution, it is clearly proved that the students were engaged in learning process. By using student's ideas, the teacher wanted the students felt that they are engaged to the classroom interaction. It is in line with Mikan (2006). He states that the teacher talk is used for giving instruction, managing students' activities and behavior, teaching subject content and interacting with individual students.

#### 5) Repeating Student's Response Verbatim

Repeating student's response verbatim defines as repeating the exact words of students after their participation in classroom interaction. These can be seen in the following examples.



Extract 34 (Code: 04/ 029)

T : And then, what tenses that we are use  
in the narrative text?  
S : Past tense!  
Repeating → T :Past tense!

Extract 35 (Code: 01/ 102)

T: A place to report that there is a  
dangerous fire. Tempat untuk? ( *A place  
to report that there is a dangerous fire.  
A place for?*)  
S: Melaporkan!  
Repeating → T: Melaporkan!

Extract 36 (Code: 03/ 043)

T: Number two!  
S: Assignment!  
T: Apa?  
S: Assignment!  
Repeating → T: Assignment!

From the extracts above, it can be seen that the teacher repeated the students' answers "Past tense", "*Melaporkan!*" and "Assignment". The teacher repeated the student's answers to attract the student's attention. By repeating the students' response verbatim, the teacher wanted the students feel that they were involved in the class. From the class observation, it was also noticed that the teacher often repeated exactly the students' answer. The total of the students' words repeated by the teacher can be observed in Table 14.

**Table 14. Repeating students' response verbatim**

Meeting					
	I	II	III	IV	Total
Exact words of students	17	18	7	33	75

Table 14 above shows that the teacher always repeats students' exact words in every meeting. From the Table 14, it is also seen that the distribution of it is not same in every meeting. In the first and second meeting, the frequencies are almost same. But in the third meeting, the frequency drop until 7 utterances. The fourth meeting has the highest utterances, that is 33 utterances.

There are some reasons why the teacher repeated the students' response verbatim. The reasons would be shared in the interview below.

Extract 37 (interview 2)

R: *Ibu sering mengulangi jawaban siswa dalam pembelajaran tadi. Seperti ketika siswa menjawab dengan "Mpu Baradah!" ibu mengulangi jawaban siswa tersebut sama persis. Kenapa ibu mengulangi jawaban yang diberikan oleh siswa?* (In the class, you always repeated students' answer. Just like when a student answer a question with "Mpu Baradah" and you repeated exactly the same answer. Why is that?)

T: *Saya ingin menguji jawaban siswa mbak. Maksudnya untuk melihat apakah siswa tahu jawabannya dengan baik atau tidak. Karena jika siswa yakin, ketika saya mengulangi jawaban mereka, mereka akan tetap pada jawaban mereka dan juga akan sebaliknya jika mereka tidak yakin. Dan juga untuk memberikan petunjuk kepada siswa jika mereka menjawab salah.* (I wanted to exam the students' answer. It means to see whether the students know the answer or not. If the answer was right they will stick on that, but if it was not they will change it. and also to give them a clue, when their answer was wrong. So they can change it.)

From Extract 37, it can be seen that the reasons why the teacher repeated the students' answer are to check the students' belief of their answer and also to give the students clue about their answer. It is also used by the teacher to control the learning process.

#### 6) Asking Question

Asking question is a teacher talk or write something in a form of question, in order to get information from the students. Asking question here indicates about content or procedure of material that was being taught. Based on the teacher ideas, it can be stated that the aim is that the students will answer the question. Asking questions is one of the essential teaching tools, and teacher uses questions almost every time during the lessons. There are some reasons why the teacher used question in teaching-learning process, such as to minimize the teacher talking time. So that, the teacher does not dominate in the lesson; to involve learners and to elicit as much as learners talk is possible and to make time more effectively.

In teaching learning process, the teacher always used random question in the class in order to stimulate the student to interact in delivering material. The extract below shows how teacher asked some questions.

## Extract 38 (Code : 04/ 030 – 031)

Ask	→	T : And then, and what is the generic structure of narrative text?
question		S : Orientataion, complication and resolution.
Ask		
question	→	T : What happen in orientation?
		S : Introduce..
		T : Introduce....

It can be seen from The Extract 38 above, that the teacher asked questions about the narative text “ And then, and what is the generic structure of narrative text?” and “ What is happen in orientation?” Those questions were aimed at initiating the students’ interactions, encouraging the students to answer the questions, knowing about the student’s comprehension and creating critical thinking of the students. The teacher gave stimulus to the students by asking questions which are related each other.

## Extract 39 (Code: 03/ 071)

		T: Number seven!
		S: The tittle of the text..
Ask question	→	T: “Tittle” or “Title”?

The Extract 39 above shows that the teacher asked the students about the two possibilities of the words’ pronounciation. She wanted to know students’ pronounciation ability.

## Extract 40 (Code: 01/ 113)

Ask question	→	T: Number two! Sam, where do you used to do a such canaly?
		S: Factory!
		T: Factorv!

The Extract 40 above is the ordinary question that come up in the learning process. Asking the questions from the material typically happens in the teaching and learning process. By asking the question form the book or material, the teacher wanted to check the students' attention and also their understanding about the material.

The distribution of the question asked by the teacher can be seen in Table 15.

**Table 15. Asking Question**

Meeting					
	I	II	III	IV	Total
Asking qusetion	81	26	29	45	181

From table above, it can be seen that the teacher mostly asked questions in the first observation. This is caused that in the first meeting of the observation was the time of disscusion from the mid-term test. Therefor, teacher's domination in the class was needed. The teacher did not only ask the question, but she also gave stimulation to the students to answer the questions. By asking question, the teacher also wanted to check the students' English competence and also their understanding about the material or topic which way being disscused.

## 2. The Non-Observance of Gricean Maxim

Gricean (1975) proposes four non-observance maxims. They are violating a maxim, flouting a maxim, opting out a maxim and infringing a maxim. The last type of it, that is suspending a maxim, is shared by his

follower. Those five non-observance maxims is used when there are some abnormal conditions of interaction between the participant. The abnormal condition or situation was happened when the participant does not follow the cooperative principle in their interaction.

Based on the observation of this study, those the non-observance of Gricean Maxim and also the abnormal condition are discussed below.

a. Flouting a Maxim

Flouting a maxim is a condition where the speaker fails to observe a maxim, not with any intention of deceiving or misleading or the speaker wants the hearer to look the implied meaning from the utterances. The extract of the flouting a maxim from the observation are presented below:

Extract 41 (Code: 04/ 005)

	S: Tadi Ulangan Mam! ( <i>We just passed the examination mam!</i> )
	T: Ulangan? ( <i>Examination?</i> )
	S: Iya, ulangan Mam! Susah sekali mam! ( <i>Yes, Examination Mam! so difficult mam!</i> )
Flouting a maxim	T: I am so happy to hear that! ( <i>I am so happy to hear that!</i> )

The extract 41 above tells about the teacher's opinion related to the students' comment on their previous class. The teacher said “ *I am so happy to hear that!*”. It seems that the teacher happy that the students' got difficulties in the previous class. But actually she wanted the students looked for the implied meaning of her utterances. She

appreciated their work and hoped they can do again better in the next time. That is the implied meaning of the utterance.

Extract 42 (Code: 02/ 107)

Flouting a maxim	→	S: The tree is the big one mam? T: No, I think the tree is small!
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It is seen in The Extract 42 above, that the teacher answered the student's question about which one is the tree in the story. She said that the tree is the small one. Actually she wanted to tell that student that his joke is too much. He did not serious in the learning process. He always made joke. The teacher wanted to change his attitudes by flout the maxim.

Extract 43 (Code : 01/ 078)

Flouting a maxim	→	T : <i>Didit mau kemana?</i> (Didit where are you going?) (A student suddenly walk around of the class while his face see his other friends in the outside of the class)
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This utterance comes out when the teacher saw one of the students walk around the class while the teaching learning process. This kind of question actually did not mean as what is seen, but this question is a form of attitude criticism toward the student. She expected that the students would see the implied meaning of it. The change of attitude or the student will go back the the seat is the teacher's expectation.

This is also supported by the data from the teacher's interview.

## Extract 44 (interview 1)

R : Beberapa kali ibu memberikan pertanyaan yang sama sekali tidak relevan dengan materi, seperti tadi saya mendengar ibu bertanya kepada Didit tentang Didit mau kemana?. Maksud dari perkataan ibu tersebut apa ya ibu? *(Sometimes you give a question to your students which is not relevant to the material, for instance I heard you ask Didit about where did he want to go?. What is the meaning of that utterance?)*

T : Ya, sebenarnya maksud dari pertanyaan tersebut adalah untuk membuat siswa tersebut lebih tertib. Pertanyaan tersebut hanya kamuflase. Yang saya inginkan adalah anak tersebut bisa kembali ketempatnya. *(Ya, actually the meaning from that question is to make that student is more polite. That question is just a camouflage. The point is I want the student going back to his seat.)*

Here it is the table of the distribution data of flouting maxim in the four times observation.

**Table 16. Flouting a Maxim**

Flouting a maxim	Meeting				Total
	I	II	III	IV	
	12	7	8	10	

From Table 16 above, it shows that the teacher rare to flout a maxim. The situation in the class supported the teacher to not flout the maxim. The teacher was very close toward the students, hence she did not need to flout the maxim when she wanted to criticize students' attitude. She could speak clearly about what she likes and does not. But sometimes she still had to flout the maxim when the students did something which was so intolerant.



b. Violating a Maxim

Violating a maxim relates to the saying something untruth or insincere, irrelevant or ambiguous. Giving a wrong information is the essential point of violating a maxim. Here it is the example of the violating maxim in the observation.

Extract 45 (Code : 03/ 026)

Violating a maxim	→	S : <i>Mam, agak kesinian!</i> (Mam, move here!) T : Okay, and you over there! (While pointing to out of the class)
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This interaction happened when the teacher was standing in front of the class in order to make the students could see her. But then, one of the students said to her to move into a certain direction which was quite far from the center of the class. She said “Okay.” But then she added that he also had to move out of the class. The teacher violated the maxim of manner because she gave an ambiguous information by said “Okay!”, but in the end she added with contradiction information. That is why this is included as the violating maxim.

Extract 46 (Code: 02/ 080)

		(When the teacher wanted to play the recording from the tape, there is something wrong in the tape.)
Violating a maxim	→	T: Kemarin ada yang ganggu tapenya Mam Riris. Sudah tak paske tapenya.. ( <i>Yesterday, there is a person who made my tape in trouble. I had been fix the tape before it..</i> )

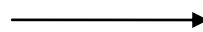
In Extract 46 above, it is seen clearly that the teacher gave the students an ambiguous information. She said that “*Yesterday, there was a person who made my tape in trouble.....*”. The words “*A person*” is very ambiguous. She only said a person but did not gave specific information about the person. After the teacher said that utterances, the students started to make a noise in the class. They tried to find out or guess who is the person. They kept ask to the teacher about it. Nevertheless, the teacher ignored them and choosed to keep silent.

Extract 47 (Code: 01/ 296)

T: Number ten, absence thirty three!  
(*Number ten, absence thirty three!*)

(One of the students raise his hand.)

Violating  
a maxim



O..Ivan! (*O..Ivan!*)

Ivan sekarang. Dani sekarang agak terlupakan ada. Tapi tenang semester dua back to you again! ( *Now ivan. Dani now have been forgotten cause Dani. Bit relax, in the smester two, she will come back to you*)

The situation in Extract 47 above happened when the teacher asked one of the students with certain number absence to answer the question. The student raised his hand and was ready to answer the question. After she realized who is the student, she gave a little bit information to the class about the student. She said an information which is very ambiguous for the students. She said that the student who wanted answer, Ivan had been forgotten by his classmate because of

other students. But then the students looked not really enthusiasm of it. it seemed that they did not understand about what the teacher said.

There is a table of the distribution of violating a maxim in the four observations done by the researcher. The table presents in here.

**Table 17. Violating**

	Meeting				
Violating a maxim	I	II	III	IV	Total
	11	11	8	10	43

From Table 17 it can be seen that the teacher always violates the maxim in the class interaction. It is clearly states that from the four observation she always violated. It indicates that the teacher usually gave information to the students which is not relevant to the material. Breaking the ice is the reasons why she did that. The interview below shows it.

Extract 48 (interview 4)

R : Dari data yang saya dapat, ibu cukup sering memberikan informasi yang jauh dari materi yang diajarkan. Apa alasan ibu melakukannya? (*From the data I gain, you always gives information which is irrelevant to the material. What is the reasons Mam?*)

T : Breaking the ice mbak. Supaya anak-anak menjadi lebih santai atau tidak terlalu tegang. Saya sering mendapati siswa menjadi tegang karena harus dijejali dengan materi terus menerus mbak. (*Breaking the ice. I want they are more relax or chil out. I always finds that the students are very nervous because they have to face the material all the time.*)

c. Infringing a Maxim

Maxim infringement occurs when a speaker fails to observe the maxim, although she or he has no intention of generating an implicature and no intention of deceiving. Generally infringing stems from imperfect linguistic performance (in the class of a young child or a foreigner) or from impaired linguistic performance brought about by nervousness, drunkenness, excitement and disability.

Extract 49 (Code : 02/ 067)

	T : <i>Asal mula apa itu Dewatacengkar?</i> (What is the history of Dewatacengkar?)
	S : Aksara jawa!
Infringing a maxim	→ T : Yes, great! <i>Aksara Jawa! Dewatacengkar, Ajisaka itu asal mula aksara jawa.</i> And then, the first picture!

Extract 50 (Code: 01/ 241)

	T:How many paragraph? How many paragraph? How many paragraph? ( <i>How many paragraph? How many paragraph? How many paragraph?</i> )
	S: Three! Two! ( <i>Three! Two!</i> )
Infringing a maxim	→ T: Lihat dulu yang atas, yang atas! Hati-hati lho! Besok banyak text lho! Hati-hati! ( <i>First, look at the top of it, the top! Becareful! In the examlater there are so many texts! Becareful!</i> )

The two extracts above show that the teacher used the mother talk that is bahasa in the class. In the class' observation, mixing the language with the mother tongue always existed. The teacher used so many mixing language because the imperfect linguistics performance

of the students. Below, there is an interview's transcript about the use of mother tongue in the class.

Extract 51 (interview 1)

R : Ibu banyak menggunakan bahasa Indonesia dalam kelas. Kenapa ibu? (*Mam, in the class you used bahasa Indonesia. Why you do that mam?*)

T : O iya mbak. Sebenarnya daripada kelas yang lain, kelas yang ini adalah kelas dengan kemampuan rata-rata bahasa Inggris terbaik mbak. Namun mbak, karena ada beberapa siswa yang tergolong slow learner dalam kelas tersebut makanya saya masih menggunakan bahasa Indonesia dalam kelas. Namun, saya juga telah bicara secara pribadi dengan siswa yang tergolong sebagai slow learner tersebut tentang keadaannya tersebut. Saya jugamemberikan saran kepada mereka agar cepat belajar ataumenambah jam tersendiri. Jadi saya ingin membuat mereka mengerti bahwa tidak mungkin saya hanya mengikuti mereka untuk terus menggunakan bahasa Indonesia, kasihan temannya yang lain mbak. (*O...yes Mbak. Actually the class that you visit is the best language class in here. But, there are some students which are included in the slow learner that is why I still use bahasa in the class. I had been talk to them about their condition personally. I suggested them to do an extra class. I explained to them that it is impossible for me to always follow them used bahasa all the time, it will be very pity for their friends. )*

Extract 52 (Code: 04/ 076)

(The students watched a short movies.  
After the students whatched, the lesson  
started.)

Infringing a maxim → T: Maybe I will....eh...maybe all of you  
ever watch this movies!

From Extract 52, it is seen that the teacher got a difficulty to said “*Maybe I will...eh...maybe...*”. She was slip of the tongue. Those mistake could happen because of two reasons. They are the imperfect linguistics perfomance and the impaired linguistic performance. The

imperfect linguistics performance happens when the language is being taught is not the mother tongue of the speaker and the listener. The impaired linguistic performance happens when the speaker drunk, nervous or in the condition that made the speaker feels unconfident, so they can not speak fluent. Actually those two reasons together occurred in the class. The students and the teacher are the imperfect linguistics performance because they are non-native speaker of English. The teacher also did the impaired linguistic performance, she got nervous at that time. Thus, she could not speak fluently.

Here it is the table of the infringing a maxim in the observation which is done by the researcher.

**Table 18. Infringing**

	Meeting				
Infringing a maxim	I	II	III	IV	Total
	171	39	29	55	294

Table 18 shows that the teacher always used infringing a maxim in her talk. She did infringing a maxim because the students not a natural user of English. They learn english as their third language and they do not use it in their daily life. The other reasons is sometimes the teacher blowed her mind, so she was nervous and did not speak fluently. The table also shares that in the first meeting she used many utterances which are infringing a maxim. It is becaused in the first meeting is the disscusion of the mid-term test. It seems that the material in the paper of mid-term test was quite difficult to explain in English. Therefor, in

order to make the students understand, she choosed to infringing the maxim.

d. Opting Out a Maxim

Opting out is a condition when the speaker indicates unwillingness to cooperate in the way the maxim requires. For some social, political or ethnical reasons, people usually are forced to provide less information, be irrelevant or unclear and therefore considered as uncooperative. When the speaker opting out a maxim, they have no intention to give implicature to be conveyed by the hearers.

Extract 53 (Code : 02/ 082)

	T : Kemarin ada yang ganggu tapenya mam Riris. Sudah tak paske tapenya. ( <i>Yesterday, there is a person who wrecked my tape which I had been fix it!</i> )
	S : Siapa Mam? Kelas berapa mam? ( <i>Who is it Mam? What class?</i> )
	T : Not a class but a teacher! ( <i>Not a class but a teacher!</i> )
	S : Siapa mam? Siapa mam? ( <i>Who is it mam? Who is it?</i> )
Opting Out	→ T : Wait a minute ya? Tunggu ya! ( <i>Wait a minute ya? Wait ya!</i> ) (The teacher continous reading the text.)

In The Extract 53, it is seen that the teacher did an opting out of a maxim. In Extract 53, she pretended not to be cooperative by saying “Wait a minute ya? Wait ya!”. At first the teacher told the students about the tape which have been wrecked by one of the teacher. Then, the students asked the teacher about the name of the teacher who had

been wrecked the teacher's tape. She decided to avoid the students' question by continuing the lesson. She did that because of the social reasons for the teacher who did the tape wrecking.

Here it is table of the distribution of it.

**Table 19. Opting Out**

	Meeting				
Opting out a maxim	I	II	III	IV	Total
	0	1	0	0	1

Table 19 explains that in the observation during the teaching learning process, the teacher only used one times of opting out. It happened because she did not need to be irrelevant for ethnical, political or social reasons. She only did it once, that is when the students asked about the person who wrecked the tape.

e. Suspending a Maxim

Suspending a maxim is a condition that there is no expectation on the part of any participants that one or several maxims should be observed. The cases or condition that include in this suspending a maxim are in the funeral oration or obituries, in the poetry, in the speed communication (telegram, e-mail, notes, sms etc) and on the jokes.

Here it is the extracts of suspending a maxim in the observations.



## Extract 54 (Code: 01/ 060)

T: Ketika kita melanggar sudah ada warning  
 “Don’t cross the river!” Tapi kita tetep  
 crossing the river, ya kita akan bahaya.  
 Mungkin sungainya dalam, mungkin arusnya  
 besar! (*When we break the rule but there is a  
 warning”Don’t cross the river!” and we still  
 cross the river, we would be in danger.  
 Maybe the river is very deep, maybe the  
 stream is big!* )

S: Mungkin ada buayanya! (*Maybe there is a  
 crocodile!*)

Suspending a maxim → T: Buayanya lagi sekolah koq! (*The crocodile was  
 studying at school!*)

## Extract 55 (Code: 02/197)

S: Ini yang ditulis yang benar aja mam? (*Do we  
 only write the true mam?*)

T: Yes, just write true! (*Yes, just write the true  
 one!*)

Suspending a maxim → She asked, but with her eyes she looked at my  
 book! (*She asked with me, but with her eyes  
 looked at my book!*)

S: Enggak Mam! (*No mam!*)

## Extract 56 (Code: 04/ 179)

T : What about lovely? What about lovely?

S : Elok!

T : Elok! Elok!

Suspen ding a maxim → Elok kanan, elok kiri! (*Students Yelling*)  
 Ngeleh meko, ngeleh kursi pindah ngarep!

S : Ngeleh!

T : Hayo bener tho? Ngeleh!

The three extracts above show about the suspending a maxim which is done by the teacher. In this case, they are the jokes. It can be

seen from the extracts that the teacher made jokes from the students' answer. For instance in the Extract 56, she said “ *Elok kanan, elok kiri.*” (Turn right, turn left.). She used the joke in order to break the ice and also to attract the students' attention. Jokes itself included to the suspending a maxim. Because it is not only conventionally untrue, but also incoherent and ambiguity.

Here it is table of suspending a maxim in the four observations which is done by the reasearcher.

**Table 20. Suspending a Maxim**

Meeting	I	II	III	IV	Total
Suspending a maxim	3	2	2	3	10

Table 20 above is the list of the suspending maxim's distribution or how many times the teacher did the suspending the maxim in her talk. From the table, it can be seen that totaly she did 10 times suspending a maxim. When the teacher did the suspending a maxim in her talk, she used it in the form of joke. But not all jokes included as the suspending a maxim, many of the jokes which is found in the observation did not break the rule of interaction, that is the ambiguity.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of two parts. The first part presents the conclusion, which is derived from the findings presented in the previous chapter. The second part provides suggestions and recommendations, which are addressed to the English Education Departement, the English teacher and the other researchers.

#### **A. Conclusion**

This study is about a portrait of English teacher's talk in classroom interactions in SMP N 1 KALASAN in Sleman. The study portrayed the interactions between the teacher and the students in the classroom when the teacher was delivering material. The problems of the study include (1) How does the teacher perform her talk in the class? (2) How does the teacher do the non-observance Gricean Maxim in her talk? The answers of the two questions above are presented below.

1. With regard to the first question, it is found that when the teacher performed her talk in the class, she used both types of teacher's talk. They are direct and indirect influence teacher's talk.

In the direct influence teacher's talk, the teacher did giving information, correcting without rejection, giving directions, criticizing students' behaviour and criticizing students' responses.

When the teacher did the direct influence teacher's talk, there was purpose in all of these categories. For instance, when the teacher was giving information to the students, she wanted them to be ready for the material and she wanted the students to prepare the books and equipment needed.

Meanwhile, in the indirect influence she also performed all categories. These categories are: dealing with feeling, praising, making jokes, using ideas of students, repeating students' response verbatim and asking questions. Here, the teacher also did the indirect influence of teacher's talk for some purposes. Such as, when the teacher told a joke in the class so that the students did not get bored, or when the teacher did using the ideas of the students so that the students felt that they were involved in the learning process. In fact, there are many benefits for the teaching and learning process when the teacher using of direct and indirect influence of teacher's talk in her talk.

Even though there are many benefits of using the direct and indirect influence teacher's talk, the teacher also reduced some of the teacher talk during the forth observations. Such as in giving information categories, the teacher reduced it because she wanted the students to develop their own critical thinking. Thus, the teacher's role as the center of the learning process is slowly changed to the students' being the center of their own learning process.

2. For the second question, it is found that the teacher in the class did the five non-observance Gricean Maxim in her talk. They are flouting a maxim, violating a maxim, opting out, infringing and suspending a maxim. There are some basic reasons why the teacher did the five non-observance Gricean Maxim in her talk. The details are presented here. In the flouting a maxim, the teacher did it when the students' actions were intollerant such as when they were busy with their own activities and did not pay attention to the material. She did the violating a maxim because she wanted to break the ice in the class. The teacher did the infringing a maxim by using the students' first language in the class. She did it because there were some materials which the students would not understand if the teacher said that in English. In opting out, the teacher only did it once when she wanted to protect one teacher in that school. She did that for a social reason. In suspending a maxim, the teacher made jokes that broke the interaction rules. Thus, she did the non-observance Gricean Maxim based on the students' needs and also the environment.

Based on the findings of this study, it can be said that the teacher performed her talk in the classroom using the forms of direct and indirect influence teacher's talk and she also did the non-observance Gricean Maxim in her talk. During observation times, the interactions in the class were enhanced by using the different types of teacher's talk. It seems that the teacher tried to optimize the use of the direct and indirect teacher's talk to

give stimulus for the students to develop the interaction. She also did the non-observance Gricean Maxim for certain reasons related to the students' needs and condition in the class during the learning process. It is speculated that an interaction language classroom can be developed if the teacher is able to control them self in delivering materials, give the students opportunities, create a good atmosphere and also consider the students' needs.

## **B. Suggestion**

In this study, the researcher faced some limitations. The first limitation is this study only lasted for a few weeks. The second limitation is this study only examined one subject, which was the English's teacher talk. The last limitation is that this study only focused on one class of a school.

Based on the limitations faced by the researcher, the researcher provides some suggestions for certain parties. The suggestions are listed below.

### **1. The English Education Departement**

The English education departement is a departement which is creating the future English teachers for all levels of education. A suggestion is that the English Education Departement should provide the students of the Education Department with more understanding about the Gricean Maxim or the cooperative principle. The Gricean Maxim is very important in the class in order to avoid the misscommunications which commonly happens in the class between the teacher and the students and also to develop the interaction in the class.

## 2. The English Teacher

The English teacher is the key person in the English learning process. The success of the students is dependent on them. The suggestions for the English teacher are listed below:

- a. An English teacher must minimize the use of the students' mother tongue during the learning process, so that the students can achieve better results in learning English and the students will get used to using English as a means of communication.
- b. The English teacher must control them self when delivering material in class. This means the teacher should put the students' needs first.
- c. The English teacher should make the learning process fun. He/she could add some jokes in the class, to make the students feel relaxed.

## 3. The Other Researchers

There are some suggestions for other researchers which may do some research related to this field. They are:

- a. The other researchers should conduct the research with longer time, so that the data gained is more complex,

- b. The other researchers should focus on more specific points in this kind of research such as how the teacher responds to the questions initiated by the students. This would facilitate the teacher's instruction and his/her interaction with students.
- c. The other researchers should also study more than one subject and more than one school, so that the data gained can be more complete.



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17.	01/ 017	<i>Nanti kalau ada yang dicorat-coret, yang gag bawa, tanya sama temennya ya. Karena hari ini membahasnya , I am trying to in detail!</i>	√													√		
18.	01/ 018	<i>Paham??</i>											√			√		
19.	01/ 019	<i>Dibahas secara detail! Karena kita tinggal dua kali meeting, tiga dengan hari ini!</i>	√													√		
20.	01/ 020	<i>Hari ini...</i>	√													√		
21.	01/ 021	No!						√										
22.	01/ 022	<i>Siapa yang bilang?</i>						√								√		
23.	01/ 023	<i>Gag!</i>						√								√		
24.	01/ 024	<i>Kalau minggu-minggu ini kalian berharap jangan sampai ada libur.</i>						√								√		
25.	01/ 025	Number one. Look at the paper page one, and number one! Page one and number one. Look at teh picture! Look at the picture! Look at the picture!			√													
26.	01/ 026	What kind of that text? What kind of that text?											√					
27.	01/ 027	What else?											√					
28.	01/ 028	Look at the question! Look at the question!			√													
29.	01/ 029	Sign!										√						



48.	01/ 048	Dangerous. Dangerous. <i>Berbahaya. Tetapi , kalau notice, sama-sama peringatan juga. Kalau warning berbahaya, kalau notice dilanggar tidak berbahaya.</i>	√													√		
49.	01/ 049	<i>Mana?</i>											√			√		
50.	01/ 050	<i>Nah kalau sign?</i>											√			√		
51.	01/ 051	<i>Lha kalau sign? Kalau sign?</i>											√			√		
52.	01/ 052	<i>Lha kalau sign?</i>											√			√		
53.	01/ 053	<i>Tanda menggunakan? Kalau sign?</i>						√								√		
54.	01/ 054	<i>Yah, yang nyatet nanti dulu. Ngeyel lho..</i>				√								√		√		
55.	01/ 055	<i>Ok. Kalau sign itu menggunakan gambar. For example rambu-rambu lalu lintas itu menggunakan gambar. Tapi, kalau warning, kalau warning, peringatan ketika kita melanggar akan berbahaya buat kita, tapi kalau notice tidak terlalu berbahaya . For example, “Don’t cross the river! Don’t cross the river!.</i>	√													√		
56.	01/ 056	<i>Kira-kira notice, cenderung ke warning atau ke notice?</i>											√			√		
57.	01/ 057	<i>Knp?</i>											√			√		

58.	01/ 058	<i>Iya!</i>					√											
59.	01/ 059	<i>Ketika kita melanggar sudah ada warning “Don’t cross the river.”. Tapi kita tetep crossing the river , ya kita akan bahaya. Mungkin sungainya dalam, mungkin arusnya besar.</i>	√													√		
60.	01/ 060	<i>Buayanya lagi sekolah koq!</i>							√							√		√
61.	01/ 061	<i>Tapi, ketika ada tulisan “Don’t step on the grass!”</i>								√						√		
62.	01/ 062	What is “Don’t step on the grass”?										√						
63.	01/ 063	<i>Walaupun kita tetap menginjak rumput, that is Ok.</i>	√													√		
64.	01/ 064	<i>Paling cuman dimarahi pak Sam.</i>							√						√	√		√
65.	01/ 065	Untuk membedakan between notice, warning and sign?										√				√		
66.	01/ 066	<i>Insyaallah bisa??</i>										√				√		
67.	01/ 067	<i>Mau ditulis?</i>			√											√		
68.	01/ 068	<i>Cepat. Just two minuits.</i>			√											√		
69.	01/ 069	<i>Istirahatnya dibelakang aja ya?</i>					√									√		
70.	01/ 070	<i>Kalian jatah sholat dhuha?</i>					√								√	√		
71.	01/ 071	<i>O ya udah.</i>					√									√		
72.	01/ 072	<i>Dhuha ada..ada batas jamnya gak?</i>					√								√	√		









125.	01/ 125	<i>Rival sikik! Because Rival yang paling keras!</i>				√									√	√		
126.	01/ 126	Because...							√									
127.	01/ 127	<i>Kata kuncinya apa cah bagus?</i>											√			√		
128.	01/ 128	<i>Kog kamu bisa jawab C?</i>											√			√		
129.	01/ 129	Proper and?							√									
130.	01/ 130	Pardon!				√												
131.	01/ 131	Proper and 3 second?Yang bener??											√			√		
132.	01/ 132	<i>Apa yang bener? Kata kuncinya apa kog bisa jawabannya C?</i>											√			√		
133.	01/ 133	Hah??!				√												
134.	01/ 134	Pattern? Painting? Pants?		√														
135.	01/ 135	Yes! Great!						√										
136.	01/ 136	Kotaki kata Cleaver and Safe!			√													
137.	01/ 137	<i>Kira-kira jenis textnya apa?</i> What kind of the text?											√			√		
138.	01/ 138	Procedure! Procedure! Procedure!.									√							
139.	01/ 139	<i>Tulisannya P R O C E D U R E!</i>	√													√		
140.	01/ 140	<i>Bisa? Tahu caranya mencarinya?</i>											√			√		
141.	01/ 141	<i>Kita jawab cepet aja</i>			√											√		
142.	01/ 142	<i>Tahu caranya?</i>											√			√		
143.	01/ 143	Text adverbial verbnya di similiar meaning.	√															
144.	01/ 145	Understand?											√					

145.	01/ 146	Number four!			√												
146.	01/ 147	what is the synonym of ring?Why? Why you answer with call? Not circle?										√					
147.	01/ 148	<i>Padahal ring itu bentuknya circle.</i>	√												√		
148.	01/ 149	<i>Kenapa ditelfone gag circle?</i>									√				√		
149.	01/ 150	<i>Karna, karna apa din? Apa din?</i>						√							√		
150.	01/ 151	Yes!					√										
151.	01/ 152	<i>karna didikuti oleh number.</i>					√								√		
152.	01/ 153	<i>Kotaki number!</i>			√										√		
153.	01/ 154	“If you experience any problem with this machine, ring one two three four five...” <i>Di ikuti angka, berarti disitu menunjukkan nomor telepon.</i>	√												√		
154.	01/ 155	Yeah, come on number text for number five.			√												
155.	01/ 156	What kind of the text?										√					
156.	01/ 157	<i>Secara kilat! Cepat!</i>			√										√		
157.	01/ 158	<i>Kenapa bisa recount text?</i>										√			√		
158.	01/ 159	<i>Karena..</i>						√							√		
159.	01/ 160	<i>Langsung dikunci!</i>				√							√		√		
160.	01/ 161	<i>Menggunakan apa?</i>										√			√		
161.	01/ 162	Yes, <i>menggunakan past tense!</i>					√								√		
162.	01/ 163	<i>Apa aja yang menggunakan past tense?</i>										√			√		







223.	01/ 223	The first paragraph!									√							
224.	01/ 224	Are you sure in the first paragraph?											√					
225.	01/ 225	Second paragraph!										√						
226.	01/ 226	<i>Barsi keberapa? Baris keberapa?</i>					√										√	
227.	01/ 227	one, two, three, Yes!										√						
228.	01/ 228	The second paragraph in the third sentence!											√					
229.	01/ 229	<i>Tadi ada yang bertanya, koq paragraph dua? Satunya gag itu ya? Kenapa second paragraph? Kenapa bisa second paragraph?</i>									√						√	
230.	01/ 230	<i>Paragraph satunya hanya satu baris! Paham?? Paragraph dua rata apa itu rata kirinya masukkan! Dijorokkan! Paham?!</i>									√						√	
231.	01/ 231	<i>Lihat!</i>	√														√	
232.	01/ 232	<i>Baris kirinya rata kirinya beda! Coba lihat! Satu dan dua! Dia sejajar, berarti dia menunjukkan paragraph yang berbeda!</i>	√														√	
233.	01/ 233	<i>Bisa dipahami? Bisa dipahami?</i>				√											√	
234.	01/ 234	<i>Bahasa indonesia itu!</i>	√														√	
235.	01/ 235	<i>Hati-hati!</i>											√				√	



236.	01/ 236	<i>Meskipun hanya satu paragraph tetap bisa lho ya?!</i>	√													√		
237.	01/ 237	How many paragraph?											√					
238.	01/ 238	Hah??!				√												
239.	01/ 239	Three!									√							
240.	01/ 240	How many paragraph? How many paragraph? How many paragraph?											√					
241.	01/ 241	<i>Lihat dulu yang atas, yang atas! Hati-hati lho! Besok banyak text lho! Hati-hati lho ya</i>	√													√		
242.	01/ 242	<i>Kita lihat dulu, kalau yang atas..kita lihat dulu dari ratanya, satu, dua, tiga. Kalau yang seperti ini, awalnya rata semua, dilihat bagian belakangnya! Bagian belakangnya!</i>	√													√		
243.	01/ 243	<i>Berapa paragraph?</i>											√			√		
244.	01/ 244	E..One, two, three!									√							

245.	01/ 245	<i>Rampungnya itu dimana titiknya! Kalau ditengah-tengah, dia pasti disini paragraph baru. Tapi, kalau titiknya sejajar, hati-hati! Liat kalimatnya lagi! Karena pernah terjadi sejajar semua tapi berbeda. Jelas?! Tapi semoga besok tidak akan terjadi!</i>	√													√		
246.	01/ 246	Okay, come on!				√								√				
247.	01/ 247	Tadi sampai nomor?											√			√		
248.	01/ 248	Seven!			√													
249.	01/ 249	Seven, the answer is?											√					
250.	01/ 250	The answer is C!								√								
251.	01/ 251	Number eight!			√													
252.	01/ 252	What is booked?											√					
253.	01/ 253	Hah??				√												
254.	01/ 254	Yes, great!							√									
255.	01/ 255	memesan!											√			√		
256.	01/ 256	Pintar! Great!							√							√		
257.	01/ 257	Tidak hanya buku!	√													√		
258.	01/ 258	<i>Karena dikelas lain mengartikan buku, tapi tidak masuk dalam kontex bacaan. Kita harus lihat bacaannya. Artinya adalah memecah!</i>	√											√		√		
259.	01/ 259	<i>Kita lihat yang delta!</i>			√											√		
260.	01/ 260	What is note?											√					
261.	01/ 261	Catatan!									√					√		

262.	01/ 262	Check?											√				
263.	01/ 263	<i>Memeriksa!</i>									√					√	
264.	01/ 264	<i>Ditulis dulu!</i>			√											√	
265.	01/ 265	Pay?											√				
266.	01/ 266	Order?											√				
267.	01/ 267	So, the similiar meaning of booked is...?							√								
268.	01/ 268	Look at the text for number nine!			√												
269.	01/ 269	What kind of that text?											√				
270.	01/ 270	<i>Apa?</i>				√										√	
271.	01/ 271	Descriptive!											√				
272.	01/ 272	Yes!					√										
273.	01/ 273	What is the aim of descriptive text? Social functionnya adalah to....?											√			√	
274.	01/ 274	Describe.....							√								
275.	01/ 275	About...							√								
276.	01/ 276	About?							√								
277.	01/ 277	Yes!				√											
278.	01/ 278	particular or specific things, person or animal!	√														
279.	01/ 279	<i>wajib diinget sampe kelas sembilan!</i>	√													√	
280.	01/ 280	<i>Kalau mau ditulis, tulis dulu!</i>			√											√	
281.	01/ 281	<i>Semakin banyak menulis semakin sulit lupa!</i>								√						√	√
282.	01/ 282	<i>Biar Tegak!</i>								√						√	
283.	01/ 283	<i>Sama Wahyu??</i>											√			√	



301.	01/ 301	<i>Berarti jawabannya A dan C gag mungkin karena the last paragraph the last sentence ini “Used for wedding party and conferrences.” Berarti A dan C gag mungkin !</i>	√													√		
302.	01/ 302	<i>Kenapa gag D “Art Performences.”?</i>		√												√		
303.	01/ 303	<i>Art!</i>										√						
304.	01/ 304	<i>Kenapa gag art performances cah bagus?</i>		√												√		
305.	01/ 305	<i>Yes, went to the first paragraph!</i>								√								
306.	01/ 306	<i>Because the Opera House is made for performing art things!</i>	√															
307.	01/ 307	<i>So, the answer is bravo!</i>								√								
308.	01/ 308	<i>Number...</i>			√													
309.	01/ 309	<i>Agak gag enak badan! Kemaren aja waktu di kelas delapan A, cuman satu nomor. miss langsung keluar. Tanpa pamit, tanpa apa. Tapi gak papa, for eight B, I will be!</i>						√							√	√		
TOTAL			42	8	45	23	25	25	16	6	21	17	81	12	11	171	0	3

No.	Code	Data (TT)	Type of TT											Non-observance of Gricean Maxim				
			D					I										
			GI	CW	GD	CB	CR	DF	P	J	UI	RV	A	F	V	In	O	S
1	02/ 001	Good morning!						√										
2	02/ 002	Fine!						√										
3	02/ 003	How about you?						√										
4	02/ 004	Who is absence today?						√										
5	02/ 005	Okay, Come on!			√													
6	02/ 006	Open your EOS, page a hundred and seven! A hundred and seven! A hundred and seven!			√													
7	02/ 007	I don't use a..a.. Hundrey!						√						√				
8	02/ 008	I just use EOS!	√															
9	02/ 009	Okay, open EOS page a hundred and seven!			√													
10	02/ 010	A hundred and seven! Look at that six pictures!			√													
11	02/ 011	There is six...Sorry.. <i>Bukan</i> there are <i>tapi</i> there is..	√													√		
12	02/ 012	There are six pictures!	√															
13	02/ 013	Do you know the tittle of each picture?											√					
14	02/ 014	Some of pictures.										√						















139	02/ 139	Calon Arang!								√							
140	02/ 140	<i>Bisa gag tadi translate retell to Mam Riris apa yang kalian dengarkan tadi?</i>			√											√	
141	02/ 141	In Indonesia, in Indonesia...	√														
142	02/ 142	Tell me in Indonesia!	√														
143	02/ 143	Come on!				√											
144	02/ 144	Come on Ifa, come on!				√											
145	02/ 145	Yes, great,! Yes! Siip!							√								
146	02/ 146	<i>Berarti kalian untuk listeningnya, gag harus Mam Riris translate ke Indonesia kalian sudah bisa mengerti. Siip! Great!</i>							√						√	√	
147	02/ 147	Okay, come on!				√											
148	02/ 148	Now, look at point A. <i>Kita lihat bareng-bareng!</i>			√											√	
149	02/ 149	Where is the story from?											√				
150	02/ 150	Bali!								√							
151	02/ 151	Yes!				√											
152	02/ 152	Don't Balinese but Bali! Balinese, kalau Balinese itu orang Bali!	√													√	
153	02/ 153	<i>Bahasa Bali juga bisa!</i>							√							√	
154	02/ 154	Bali, from Bali!								√							
155	02/ 155	Yes!				√											
156	02/ 156	Was Calon Arang powerful woman?											√				
157	02/ 157	Yes, she was.				√											
158	02/ 158	Who was Ratna Manggali?											√				

159	02/ 159	Yes.					√											
160	02/ 160	Calon Arang's, ada 'S' nya! Calon Arang's!	√															
161	02/ 161	Yes, Calon Arang's. Calon Arang's daughter!								√								
162	02/ 162	And then..			√													
163	02/ 163	Who married Calon Arang's daughter?										√						
164	02/ 164	Mpu Bahula!								√								
165	02/ 165	Who killed Calon Arang?										√						
166	02/ 166	Mpu..?						√										
167	02/ 167	Mpu Barada!							√									
168	02/ 168	Yes, great!						√										
169	02/ 169	Mpu Baradah...Mpu Bahula!							√									
170	02/ 170	Mpu Bahula.. and kill....who kill Calon Arang? Mpu Baradah!										√						
171	02/ 171	Yes, great!						√										
172	02/ 172	Yes?				√												
173	02/ 173	Mpu Baradah. Baradah. Baradah. Baradah. Mpu Baradah! Mpu Baradah killed Calon Arang and Mpu Bahula married Calon Arang's daughter!	√															
174	02/ 174	Okay, great!						√										
175	02/ 175	Now look at a hundred and ten!			√													
176	02/ 176	<i>Apa ini?</i> What is this?							√				√		√			













22.	03/ 022	Okay, understand? Understand? Understand?											√					
23.	03/ 023	Kamu bilang apa? What you say? What you say?											√				√	
24.	03/ 024	<i>Mam agak kesini!</i>										√					√	
25.	03/ 025	<i>Ya udah mam agak kesinian!</i>									√						√	
26.	03/ 026	Okay, and you over there!								√						√		√
27.	03/ 027	Okay, are you ready?											√					
28.	03/ 028	Once again?			√													
29.	03/ 029	Okay yukz come on!			√													
30.	03/ 030	<i>Sambil kita mendengarkan, sambil kita bahas!</i>	√														√	
31.	03/ 031	Jane is visiting Anne!									√							
32.	03/ 032	Number one, what is your answer?											√					
33.	03/ 033	Story!										√						
34.	03/ 034	Come on Check it!			√										√	√		
35.	03/ 035	Apa?											√				√	
36.	03/ 036	Ya, great!							√									
37.	03/ 037	The answer is story!	√															
38.	03/ 038	"I am trying to memorize a story!"									√							
39.	03/ 040	Okay, number two!			√													
40.	03/ 041	Number two?			√													
41.	03/ 042	Apa?				√											√	
42.	03/ 043	Assignment!										√						
43.	03/ 044	Can you spell it? Can you spell it?			√													
44.	03/ 045	/A/ /S/ /S/									√							
45.	03/ 046	And?							√									
46.	03/ 047	/I/ /G/ /N/ /M/ /E/ /N/ /T/									√							

















10	04/010	Pardon?				√												
11	04/011	Oh really??					√											
12	04/012	Why?										√						
13	04/013	As your punishment, as your punishment because you make me amberrance, take a tape in the table. Take a tape, and roll! Take a tape, roll and my charger!	√															
14	04/014	Come on, hurry up! Two minutes you must be here!			√													
15	04/015	If you, if you over then two minutes.....Hurry!	√															
16	04/016	Close the window! Eh..kog the window! Close the curtain!			√											√		
17	04/017	Ho'o!						√										
18	04/018	T-nya dipinjem? Where is it?										√				√		
19	04/019	Annas, shut down the latpot for a moment!				√							√					
20	04/020	Down..Down!				√												
21	04/021	Okay, Listen!			√													
22	04/022	Last meeting we are talking about narrative text, that's right?						√										
23	04/023	What is narrative text? What is the social function of narrative text?										√						
24	04/024	To?							√									
25	04/025	To entertaint!										√						
26	04/026	Or to?							√									
27	04/027	Amuse!										√						







93	04/093	And then, how many character in that story?										√					
94	04/094	Who are they?										√					
95	04/095	Maya!									√						
96	04/096	Who is Maya? Who is Maya?										√					
97	04/097	A crow!										√					
98	04/098	And then, who is the other one?										√					
99	04/099	Maya! Maya!								√							
100	04/100	Who is Maya?										√					
101	04/101	The crow!										√					
102	04/102	And who is the one?										√					
103	04/103	Who is Foxy?										√					
104	04/104	The fox!										√					
105	04/105	From the story can you realize, can you analyze, can you analayze, can you analyze what is the characteristics of each character?						√								√	
106	04/106	What do you think about Maya? What do you think?										√					
107	04/107	Fool!										√					
108	04/108	Biar Mam Riris tulis dulu. Mam Riris belum akan membenarkan dulu. I just write what you are say!	√											√			
109	04/109	Okay come on!			√												
110	04/110	Maya, what do you think Maya? What does Maya look?						√									
111	04/111	Apa tadi?				√										√	
112	04/112	Stupid!										√					



113	04/113	Okay!					√											
114	04/114	Hah?				√												
115	04/115	What else? and then what about si Foxy?									√							
116	04/116	Lyer??									√							
117	04/117	Hah?				√												
118	04/118	Check your dictionary!			√								√					
119	04/119	Lyer or...?							√									
120	04/120	Koq aneh ya tulisannya?						√						√		√		
121	04/121	And then?									√							
122	04/122	Sly!								√								
123	04/123	What else?									√							
124	04/124	What is the meaning of stupid? What's the meaning of stupid?									√							
125	04/125	Bodoh!								√						√		
126	04/126	And then what about fool?										√						
127	04/127	Bodoh!									√					√		
128	04/128	Sama-sama bodoh!								√				√		√		
129	04/129	Berarti Similiar meaning!								√						√		
130	04/130	Use stupid, kalau fool terlalu kasar!	√													√		
131	04/131	and then what is the meaning of liar?										√						
132	04/132	Pembohong!									√					√		
133	04/133	Sly?										√						
134	04/134	Licik!									√					√		
135	04/135	Ada satu lagi sifat dari si Foxy!					√									√		
136	04/136	"You are so beautiful! You have a nice voice! Would you sing your nice voice for me!"								√								
137	04/137	Merayu!									√					√		

138	04/138	What is the words for “Merayu”?										√					
139	04/139	Gombal!								√					√		
140	04/140	What is the English of “Gombal”?										√					
141	04/141	Welcome!							√					√			
142	04/142	Come on!				√											
143	04/143	What is the English of “Merayu”?										√				√	
144	04/144	Come on!				√											
145	04/145	Open your dictionary!			√												
146	04/146	Don’t look at me!				√							√				
147	04/147	Look at your dictionary!			√												
148	04/148	Yes, that’s right!							√								
149	04/149	Of course, lebih menarik dictionary then Mam Riris!							√				√			√	
150	04/150	Come on!			√												
151	04/151	What is the meaning of “Merayu”? the English of “Merayu”?										√					
152	04/152	Flatter!									√						
153	04/153	Flatter, merayu!								√							
154	04/154	Dia merayukan?										√				√	
155	04/155	Dia merayu si Maya, but he had some plan that while he flattering the crow! He just want to get a cheese!	√														√
156	04/156	Now open your Pioneer page....			√												
157	04/157	Pioner..pioner...not EOS, pioner!								√							

158	04/158	Thirty nine!									√						
159	04/159	Now look at dictact point two C! Langsung at two point C!			√												
160	04/160	Thirty nine! Thirty nine! Thirty nine!									√						
161	04/161	Sly!									√						
162	04/162	What is the meaning of Sly?											√				
163	04/163	Licik!										√				√	
164	04/164	Beautiful?											√				
165	04/165	Cantik!										√				√	
166	04/166	And then, pretty?											√				
167	04/167	Mam Riris mau tanya dulu!	√													√	
168	04/168	What is the meaning of pretty?											√				
169	04/169	Elok?											√			√	
170	04/170	Come on!				√											
171	04/171	Kita pegang dulu, loncat yang paling bawah!	√												√	√	
172	04/172	Loud?												√			
173	04/173	Keras!										√				√	√
174	04/174	Please?												√			√
175	04/175	Senang!										√				√	
176	04/176	There are three problems in that... beautifull, and then lovely and pretty!						√									
177	04/177	what about lovely? What about lovely?						√									
178	04/178	Elok! Elok!									√						
179	04/179	Elok kanan, elok kiri! Ngeleh meko, ngeleh kursi. Pindah ngarep!								√					√	√	
180	04/180	Hayo bener tho? Ngeleh!								√					√	√	

181	04/181	And now come on!			√													
182	04/182	How about beautifull and pretty?										√						
183	04/183	Beautifull? Beautifull?										√						
184	04/184	Hah?				√								√				
185	04/185	Molek! Cantik!								√						√		
186	04/186	Beautiful!									√							
187	04/187	Pretty?										√						
188	04/188	tulisannya gimana?										√		√		√		
189	04/189	PRETTY?									√							
190	04/190	Beautiful and pretty!								√								
191	04/191	No, I am not ask that today!						√										
192	04/192	Okay come on!			√									√				
193	04/193	What is the difference between beautiful and pretty?										√						
194	04/194	Berarti artinya yang apa kalau kamu ngomong kayak githu?		√										√			√	
195	04/195	Semuanya kata sifat! Semuanya adjective!	√														√	
196	04/196	Beautiful itu lebih ke indah?								√							√	
197	04/197	Yes, that's right!						√										
198	04/198	The pretty woman, so a beautiful view!								√								
199	04/199	A pretty woman!									√							



217	04/219	Okay, if you wanna take a rest now, you can take a rest and after that we can continue!						√										
TOTAL			19	1	25	16	6	29	11	4	28	33	45	10	10	55	0	3
SUB-TOTAL			114	13	150	71	72	102	50	20	88	75	181	37	43	294	1	10

Note:

D	Direct Influence	In	Infringing
I	Indirect Influence	O	Opting out
GI	Gives Information	S	Suspending
CW	Corrects Without Rejection		
GD	Gives Direction		
CB	Criticizes students Behaviour		
CR	Corrects with Rejection		
DF	Deals With Feeling		
P	Praises		
J	Jokes		
UI	Uses Idea of Studying		
RV	Repeats students' response verbatim		
A	Asking		
V	Violating		
F	Flouting		

## Field Note

### 1. The First Observation

Name of School : SMP N 1 Kalasan  
 Date of Observation : Saturday, 18<sup>th</sup> January 2013  
 Class : VIIIB  
 Theme : Mid-Term Exam Discussion  
 Duration : 45 minute

The researcher observed the eight grade of SMP N 1 Kalasan Junior High School in the class VIIIB. The teacher name is Mrs. Riris. The class began at 08.45 AM and ended at 09.30 AM. It was an half time observed.

In the begining of the class, the teacher entered the class and said “Good Morning!” to the class. She did not yet open the class, but she let the students prepare the books and also clean the table. With big smiles in her face, she answered all of the students’ questions. She also made some jokes when she answered those questions. After all of the students were ready, she started the class by asks the students to open the paper of the mid-term exam. Some students did not bring their paper, she counted them. She suggested them to join with their friends’ paper. She told the students about the objection of today’s disscusion. In the disscusion, she disscused the answer of the paper with students. She asked one students to answer the question. And if it was wrong, she would ask the others to answer it. But if they still did not find the answer, she would give explanation about it. she let the students to find the answer by them selves. She only gave them clues. In the middle of disscusion, the door was open, she walked to close it. but then the students outside, yelling on her. She smiled and made joke from it. There was one question which is very difficult. The teacher told that there was also one teacher who answered differently with her. the students also had different answer. So she asked one student who had different answer. She started to do disscusion. In the end of disscusion, she shared the reasons of the answer and let the students think which one is the true.

Before the bell of the break rang, she told the students about her condition yesterday and also that day. After that the bell was ring.

## 2. The Second Observation

Name of School : SMP N 1 Kalasan  
 Date of Observation : Tuesday, 22<sup>th</sup> January 2013  
 Class : VIIIB  
 Theme : Listening Folktale  
 Duration : 40 minute

The researcher observed the eight grade of SMP N 1 KALASAN Junior High School in class VIIIB. The teacher name is Mrs. Riris. The class begin at 07.45 AM until 08.25 AM . There was a teachers' meeting after the class, so the class hour would be shortened.

The teacher entered the class. She said "Good morning!" to the class and also asked their news. For a while she let the students finished their bussines (talked to the classmate) and also cleaned their table. After she saw that they done, she started to asked them to open their book and prepare the material.

After the students opened their book, the teacher asked some question related to the material they saw in the book. When she asked some questions, she looked quite nervous. She splited the tongue. She also always repeated the question when the students did not pay attention to the class. When she prepared the tape recording, she told to the students that there was a person who wrecked the tape. The students started to make noise. They were very curious to the person. The teacher told that teh person is not a student but a teacher. The students started so curious. They made their own prediction of it. But then, the teacher ignored them and continued read the text and also prepared the tape. In the class it was very common to find that the teacher always asked question to the students and she also asked students about their answer, just like "Are you sure?". The teacher also responsed students' answer with words "And?", it seems that the teacher wanted the students to give other answers. In the class, she also gave jokes to the students. But when the joke were intollerant, she would give a strong response of it.

In the end of the class, she gave some homeworks to them. She made sure that the students understood about the homework, what they have to do and how they do with the homework. The teacher also asked if they still had other questions relate to the homework.



### 3. The Third Observation

Name of School : SMP N 1 Kalasan  
 Date of Observation : Saturday, 2<sup>nd</sup> February 2013  
 Class : VIIIB  
 Theme : Listening  
 Duration : 40 minute

The researcher observed the eight grade of SMP N 1 KALASAN Junior High School in class VIIIB. The teacher name is Mrs. Riris. The class begin at 08.40 AM until 09.15 AM. The class also stoped earlier because the vice-principle came to the class and asked Mrs. Riris to lead the students to clean the terrace infront of the class.

In the begining of the class, she entered the class with big smile in her face. She greeting the students and asked their condition that day. She also asked who is absence at that day. After that she asked one of the students to run into the teachers' office to find the tape. She made a joke about the students. While he ran to get the tape, the teacher asked the class why did the cry yesterday. She wanted hear thestudents' reasons of it and later she told her opinion about it. She also told the students about what they are going to do today.

The teacher prepared the tape recording and also the stufts she need to do the listening part. One student helped her. While she prepared the tape, one of the student made joke of her. She replied his joke with other joke also. After that, she played the recording. She gave information to the students about how many times she would play the recording, what they have to do with the recording and also the story in the recording, warming up story. Everytime she stoped the recording she always checked the students' condition related to the recording. After she finished playing the recording, she did disscusion with the students about the story. She also gave some questions to the students in order to check their understanding about the story in the recording. In the book, there were some questions about the story in the recording. She did disscusion with the students to answer the questions. She took all of the students' answer and later she would play again in order to check the students' answer. The teacher still put some jokes in every question when they did the discussion. In the middle of the disscusion, the vice-principle, who did a patrol surrounding the school, found that in the canal infornt of the class was full of trash and also soil. Then she entered the class to ask Mrs. Riris in order to lead the students to clean it. Thus the learning process would stop earlier. The teacher told the students that she would continue the class for 10 minute, and after that the students' could clean the canal and got the break. After she disscused the rest of the questions in 10 minute, she led the students to clean the canal.

#### 4. The Four Observation

Name of School : SMP N 1 Kalasan  
 Date of Observation : Tuesday, 5<sup>th</sup> February 2013  
 Class : VIIIB  
 Theme : Watching narrative story  
 Duration : 40 minute

The researcher observed the eight grade of SMP N 1 KALASAN Junior High School in class VIIIB. The teacher name is Mrs. Riris. The class begin at 07.45 AM until 08.25 AM.

The teacher entered the class and asked the students their condition. Then, on one the students told her about what they had been doen before the class, that was an examine. When she heard about that, she said that she was happy for them, and she listened the students' story about the exam. Then she asked the students to prepare the book. One of the students said to the teacher about what he saw this morning. He saw that the teacher got lock outside the school because of late. Then teh teacher asked that student to ran to the teachers' office to get the tape as his punishment. She saw one of the students still playing at the laptop, so she told him to shut that down. Before she begin the class, she asked the students about the material in the previoulous meeting. In that day, the students would watching a narrative story. After she palyed the movie, she asked soem questions to the students related to the questions. In this time she also slippered of her tongue. She looked nervous. After that, she played one piece of conversation happened in the movie and asked the students weather they can hear the conversation or not. She checked weather the students' condition. Form the book there are some questions related to the movie. They disscused it togetrher. The bell rang, she disscuse with the students weather they wanted to get rest at that moment or later. The students decided to get rest at that moment. So, she closed the class and she said they will continued it later.

## Interview Transcript

### Interview I

Respondent : Mrs. Riris  
 Day/ date : Saturday, 18<sup>th</sup> January 2013  
 Place : Teacher's Office  
 Time : 10.00-10.15

R : Ibu banyak menggunakan bahasa Indonesia dalam kelas. Kenapa ibu?  
*(Mam, in the class you used bahasa Indonesia. Why you do that mam?)*

T : O iya mbak. Sebenarnya daripada kelas yang lain, kelas yang ini adalah kelas dengan kemampuan rata-rata bahasa Inggris terbaik mbak. Namun mbak, karena ada beberapa siswa yang tergolong slow learner dalam kelas tersebut makanya saya masih menggunakan bahasa Indonesia dalam kelas. Namun, saya juga telah bicara secara pribadi dengan siswa yang tergolong sebagai slow learner tersebut tentang keadaannya tersebut. Saya juga memberikan saran kepada mereka agar cepat belajar atau menambah jam tersendiri. Jadi saya ingin membuat mereka mengerti bahwa tidak mungkin saya hanya mengikuti mereka untuk terus menggunakan bahasa Indonesia, kasihan temannya yang lain mbak. *(O...yes Mbak. Actually the class that you visit is the best language class in here. But, there are some students which are included in the slow learner that is why I still use bahasa in the class. I had been talk to them about their condition personally. I suggested them to do an extra class. I explained to them that it is impossible for me to always follow them used bahasa all the time, it will be very pity for their friends. )*

R : Ibu banyak mengucapkan kata secara berulang-ulang, seperti "Understand!".Sebenarnya apa tujuan ibu dalam melakukan pengulangan

*tersebut?*(You always repeating words, such as “Understand!”. Actually what is that mean?)

T : *Iya, memang saya banyak menggunakan pengulangan kata. Ada beberapa alasan yang saya gunakan sebagai dasar pertimbangan tersebut. Yang pertama adalah sebagai salah satu cara untuk melakukan penegasan terhadap jawaban tersebut. Yang kedua adalah untuk menarik perhatian dari siswa. Hal ini sering sekali terjadi dalam proses pembelajaran, kadang siswa tidak fokus terhadap proses pembelajaran.* (Yes, I did. There are some reasons why I did that. The first is that is a way for me to emphasize an answer. Second is to attract the students. It is very common happen in the class that the students does not focus, that is why I need it. )

R : *Informasi yang ibu berikan dalam pembelajaran tadi ibu berikan secara bertahap. Sebenarnya apa tujuan ibu dari hal tersebut?*(When you give an information to the class, you rare to give it in the full form. Why is that?)

T : *Ya, hal tersebut saya lakukan denga tujuan untuk memberikan pancingan kepada siswa agar cepat merespon jawaban dari pertanyaan yang saya berikan.*(Okay, I did it in order to give stimulus for students to answer the question.)

R : *Tadi ibu mengucapkan “You wanna go home?” kepada salah satu siswa yang terlihat tidak mengikuti pelajaran dengan baik. Kenapa ibu mengatakan hal tersebut?* (In the class, you said to one of the students “You wanna go home?” when he did not pay attention. Why did you say that?)

T : *Itu juga mbak salah satu cara agar saya dapat membuat siswa tersebut kembali konsen kepada proses pembelajaran dan juga untuk menyindir siswa tersebut agar kembali lagi ke tempat duduknya. Saya ingin menghidupkan kesadaran mereka dalam mempertimbangkan apakah yang mereka lakukan itu benar atau tidak. Tidak semua perlakuan anak harus*

*ditegur dengan keras mbak, kadang dengan ucapan yang halus juga perlu mbak. (That is one way that I use to make that students going back to the lesson and also to change his behaviour. I also wanted them to raise their awareness about what is good or bad. We do not have to always use a strident warning for students, a gentle warning, we need it sometimes. )*

**R** : *Dalam kelas tadi, ibu banyak memberikan lelucon dengan memasukkan nama dari siswa-siswa tersebut. Apa sebenarnya maksud ibu dalam pemberian lelucon dalam kelas? Bukannya itu akan menyakiti perasaan siswa bu? (In the class, when you made a joke, you put a name from one of the students. What does it mean Bu? Does it hurt him, doesn't it?)*

**T** : *Lelucon ya? Saya menggunakan nama siswa sebenarnya untuk menarik perhatian siswa, bukan untuk menyakiti siswa mbak. Pada dasarnya siswa sudah mengenal saya dengan baik mbak. Mereka tahu kalau saya suka bercanda. Kata yang saya ucapkan hanya bercanda dan mereka mengerti itu. (In a joke ya? I used it in order to attract students, not to hurt them. Actually the students have been know me well. They know if I like joking. Every words that I said is only for joke, and they understood it. )*

**R** : *Ibu sering mengatakan "Yes, Great!" untuk memberikan tanggapan atas jawaban dari siswa. Apa tujuan ibu dalam mengatakan hal tersebut? (You always says "Yes, great!" when you response students' answer. What is the purpose of that Bu?)*

**T** : *Hal tersebut adalah salah satu bentuk penghargaan kepada siswa atas usaha siswa menjawab pertanyaan yang saya berikan dengan benar dan juga untuk memberikan motivasi siswa untuk dapat menjawab dengan benar dan lebih aktif lagi didalam kelas. (That is a form of appreciation that I give to the students when they answer my questions correctly and also give them a motivation in order to answer correctly and more active in the class.)*

## Interview II

Respondent : Mrs. Riris  
 Day/ date : Tuesday, 22<sup>th</sup> February 2013  
 Place : Teacher's Office  
 Time : 10.45-11.00

R : *Beberapa kali saya mendengar ibu menolak kepada jawaban siswa, seperti “ No”. Tapi ibu tidak memberikan informasi diakhir kata tersebut. Apa maksud dari kata tersebut ibu?* (Sometimes I heard that you rejected students' answer, just like “No”. But you did not give any information of it. What is that mean?)

T : *Iya, memang dalam pembelajaran tadi ada beberapa jawaban dari murid yang langsung saya tolak dengan tegas. Sebenarnya saya melakukan hal tersebut adalah untuk mendorong siswa untuk menjawab dengan jawaban yang lain. Karena saya merasa siswa itu mampu untuk menjawab sendiri tanpa bantuan ataupun clue dari saya.* (Yes, actually in the class there are some students' answer I rejected. Actually I did it in order to stimulate students to answer it with others.)

R : *Ibu juga beberapa kali mengucapkan kata “ Di-check”. Maksud kata tersebut apa ya ibu?* (You also sometimes said “Check it!” What does it mean?)

T : *Saya ingin memberikan petunjuk kepada siswa untuk melakukan sesuatu, sehingga siswa menjadi tahu apa yang akan mereka lakukan. Dan juga dalam kasus ini, saya ingin siswa menjadi lebih aware kepada kesalahan ataupun setiap jawaban yang mereka berikan.* (I wanted to give students a clue to do something, so teh students know what they have to do. And in this case, I wanted to students to be more aware toward their own mistakes.)

- R : Ibu mengatakan kepada siswa tentang kelakuan salah satu siswa yang melirik kertas jawaban ibu. Apa maksud dari perkataan ibu tersebut? (You talked about one of the students' behaviour when she peeped at your paper. What does it mean?)
- T : Sebenarnya saya ingin menegur siswa tersebut. Tindakannya yang mengintip itu tidak sopan sama sekali mbak. Tapi saya menggabungkannya dengan lelucon. Jadi saya harap siswa tersebut sadar tapi juga tidak tersinggung mbak. (I wanted give the student a warning. What she done is really impolite. But I made it a joke. So, I hope that students realized that but she also did not irritate because of it.)
- R : Ibu sering mengulangi jawaban siswa dalam pembelajaran tadi. Seperti ketika siswa menjawab dengan "Mpu Baradah!" ibu mengulangi jawaban siswa tersebut sama persis. Kenapa ibu mengulangi jawaban yang diberikan oleh siswa? (In the class, you always repeated students' answer. Just like when a student answer a question with "Mpu Baradah" and you repeated exactly the same answer. Why is that?)
- T : Saya ingin menguji jawaban siswa mbak. Maksudnya untuk melihat apakah siswa tahu jawabannya dengan baik atau tidak. Karena jika siswa yakin, ketika saya mengulangi jawaban mereka, mereka akan tetap pada jawaban mereka dan juga akan sebaliknya jika mereka tidak yakin. Dan juga untuk memberikan petunjuk kepada siswa jika mereka menjawab salah. (I wanted to exam the students' answer. I mean to see whether the students know the answer or not. If the answer was right they will stick on that, but if it was not they will change it. and also to give them a clue, when their answer was wrong. So they can change it.)
- R : Sering sekali ibu menggunakan lelucon dalam kelas ibu. Apakah pada semua kelas ibu melakukan hal ini atau juga di kelas lain ibu? (Mam, you always made joking in the class. Did you do that only in this class or also in the other classes too?)

T : *Tidak semua kelas mbak. Untuk kelas dua saya hanya mengajar tiga kelas mbak. Dan diantara ketiga kelas tersebut hanya dikelas ini saya dapat banyak membuat lelucon. Karena pada dasarnya siswa dalam kelas ini lebih mudah memahami pelajaran mbak dibanding kelas yang lain. Jadi sekalipun saya membuat lelucon dengan mereka daya tangkap mereka kepada materi lumayan cepat mbak. Saya tidak perlu khawatir jika materi akan tertinggal. Tapi di kelas yang lain sangat sulit mbak.* (Not in the other classes mbak. I am only teach tthree classes for the second grade mbak. And I only can make a lots of joking on this class. Because bassically the students in this class have a higher competance in English than other classes. So even though I made joking with them, they will also gain the material. I don't need to worry if the did not gain the material. But in the other classes are very difficult mbak.)

### Interview III

Respondent : Mrs. Riris  
 Day/ date : Saturday, 2<sup>nd</sup> February 2013  
 Place : Teacher's Office  
 Time : 09.20-09.30

R : *Ibu, diawal pelajaran ibu berkata pada siswa tentang tujuan pembelajaran pada hari ini. Anda berkata bahwa "Today listening again! But for tommorrow reading, reading and reading! Apa maksudnya ibu?* (Mam, in the begining of the teaching and learning process, you told the students about the objection of the learning today, you said that "Today listening again! But for tommorrow reading, reading and reading!" what is the meaning of that Mam?)



- T : *I gave the students information mbak. Jadi siswa mengetahui apa yang akan mereka lakukan hari ini mbak dan juga agar mereka menyiapkan telinga mereka (sambil tertawa). Gag mbak, maksud saya agar mereka tahu apa yang harus mereka lakukan selama proses belajar mbak. (I gave the students Information mbak. So the students know what they are going to do today and also they can prepare their ear (while laughing) No, I want they know what they have to do along the learning process mbak.)*
- R : *Ibu dalam pelajaran tadi, berdiskusi dengan siswa masalah penggunaan kata-kata dalam kotak. Tujuan ibu apa melakukan hal tersebut ibu? (In the class, you made a discussion with the students about the function of the words in the box. Why is that?)*
- T : *Saya ingin melihat sejauh mana pemahaman siswa tentang soal mbak serta komponen pelajaran siswa mbak. Dan juga tentang pemikiran siswa terkait dengan materi tersebut mbak. (I wanted to know the students' understanding about the task and also what they thought about the material mbak.)*
- R : *Ibu mengulangi kata "Pardon!" sampai lima kali. Kenapa ibu mengulanginya? (You repeated the words "Pardon!" five times. Why you did that?)*
- T : *Dengan mengatakan hal tersebut saya ingin meminta siswa untuk mengulangi jawaban yang dia katakan mbak, dan juga untuk memastikan jawaban siswa yah..untuk mengoreksi jawaban siswa mbak. (By saying that, I wanted the students repeated what they said and also to make sure their answer...short to do the correction from the answer. )*

- R : *Saya melihat beberapa kali ibu hanya memberi senyuman ketika murid melontarkan lelucon. Kenapa ibu tersenyum?*(I saw that some times you gave the students smile when they told a joke. Why is that?)
- T : *Itu jawaban saya mbak atas lelucon yang mereka buat mbak. Dan juga sebagai tanda kepada siswa bahwa mereka harus berhenti bicara mbak. Biasanya mereka akan mengerti jika saya sudah tersenyum.* (That is the answer of their joke mbak. And it is a sign for students that they have to stop joking. Usually they will understand when I started to smile.
- R : *Ibu saya menemukan bahwa response dari jawaban siswa yang ibu berikan, seperti “No!”, “Yes” dan sejenisnya semakin berkurang sampai pertemuan tadi, dan yang paling banyak ada dipertemuan kedua ibu. Kenapa ibu?*(Mam I found that your response of the students’ answer for instance “No!”, “Yes” or others reduced in every meetings, except in the second meeting. Why mam?)
- T : *Hal ini berkaitan dengan materi yang disampaikan dalam kelas mbak. Jadi dalam pertemuan pertama dan kedua, materi dalam kelas adalah pembahasan soal ujian mbak. Sementara pada pertemuan hari ini hanyalah membahas materi buku mbak. Jadi materi pembelajarannya beda mbak. Pada pertemuan kedua materinya lebih menantang untuk siswa mbak. Sementara untuk pertemuan tadi dan kemarin kurang menantang bagi siswa, karena materinya sudah pernah mereka terima pas waktu kelas 7.* (This is related to the material that being taught. And also to the students itself mbak. In the first and second meeting, discussion of the test is the material on the class mbak, in other hand in today’s meeting the discussion talked about the material from the book. So the learning material is different. In the second meeting, the material was so challenging for them, they did not know before. But for the previous

meeting and the last meeting were not really challenging for them, they already got the material in the 7th grade. )

#### Interview IV

Respondent : Mrs. Riris  
 Day/ date : Tuesday, 5<sup>th</sup> February 2013  
 Place : School's garden  
 Time : 10.45-11.00

R : *Pada awal pembelajaran ibu berkata “ I am happy to hear that.” Ketika ibu mendengar bahwa siswa sebelum pelajaran anda mereka melakukan ulangan. Apa maksud dari pernyataan tersebut? (In the begining of the class, you said “I am happy to hear that.” When the students said that they done an examination before it. what do you mean by saying that mam?)*

T : *Tidak ada maksud yang spesifik dari hal tersebut mbak. Saya hanya ingin memberikan sedikit apresiasi pada apa yang telah mereka lakukan dengan sedikit nada bercanda mbak dan juga untuk menanggapi apa yang mereka katakan mbak. (There is no specific meaning on it. i just wanna give them an apresiasion toward what they had been done with a joke and anlso to response what they said.)*

R : *Ibu berkata “Ha? Ha?” ketika siswa menjawab pertanyaan ibu. Apa maksud dari pernyataan tersebut? (You said “Ha?Ha?” when the students answered your question. what that is mean?)*

T : *Saya ingin mereka menjawab dengan suara yang keras dan juga dengan lebih yakin. Karena biasanya ketika siswa menjawab dengan suara yang pelan dan lirih artinya mereka tidak yakin dengan jawaban mereka. Saya ingin mengubah hal tersebut. (I want them asked a question loudly and confidence. Because when students answered question with slow and low*

tone, it means they did not confidence with their answer. I want change that habit.)

R : *Ibu sering sekali mengulang-ulang perintah seperti “Look at your dictionary!” , kenapa ibu melakukan pengulangan tersebut? (In the class you always repeat direction just like “Look at your dictionary!”. Why you did that?)*

T : *Untuk membuat siswa kembali konsen kepada pelajaran mbak dan juga untuk membuat mereka cepat melaksanakannya mbak. Nah kadang-kadang siswa terlalu terlena dengan gojeg yang dilakukan oleh siswa sendiri atau kadang saya lakukan dan juga kadang mereka terlalu asik dengan materi sebelumnya mbak. Yah sebagai cara agar siswa kembali kepelajaran. (I did that in order to make the students get back to the lesson and also to force them do the direction. Sometimes the students still stuck in the joke that they made or I did and also they were too busy with the previous section. Repeating is the other way to get them back.)*

R : *Didalam kelas tadi ibu meminta siswa untuk mencari persamaan kata dari bahasa Inggris ke bahasa Indonesia, seperti kata “Pretty” atau “Beautiful”. Kenapa ibu tidak menggunakan persamaan dalam bahasa Inggris ibu? Kenapa menggunakan Bahasa ibu? (In the class, you asked the students to find the synonym the English words to Bahasa, just like “Pretty” or “Beautiful”. Why you did not find the English words? Why you use Bahasa?)*

T : *Itu hanya untuk memudahkan siswa saja mbak. Siswa dengan level SMP masih mempunyai pemahaman kosakata yang terbatas dalam bahasa Inggris mbak, dan juga banyak kata dalam bahasa Inggris mempunyai arti yang sama dan untuk membedakannya hanya penggunaannya saja. Untuk itu saya ingin mereka dapat membedakannya sesuai kebutuhan penggunaannya mbak dan dengan Bahasa hal tersebut lebih mudah dimengerti oleh siswa. (To give the students an easy way. The students*

from junior high school level have a limited vocabulary in English and also many words in English has same meanings, and the function in the sentences is the way to differentiate it. So, I want they understand and use Bahasa is easier for them.)

R : *Saya melihat,Ibu banyak memberi waktu kepada siswa untuk ribut sendiri terutama di awal pembelajaran. Kenapa Ibu tidak melarang hal tersebut bu?* (I noticed that you let the students to make noise. Why you did not prohibit them?)

T : *Saya ingin mereka menyelesaikan urusan mereka dulu, baru kemudian meminta mereka untuk menyiapkan materi mbak. Saya memberi mereka waktu untuk bersiap mbak.* (I wanted them to finish their bussines first, so then I asked them to prepare the material. I gave them time to prepare mbak.)

R : *Saya melihat bahwa ibu banyak berdiskusi dengan siswa tentang sesuatu hal yang akan mereka lakukan. Kenapa ibu berdiskusi dengan siswa? Menurut saya ibu dapat langsung memutuskan keputusan tanpa berdiskusi dengan siswa.* (I saw that you made so many disscusion with students about the things that they are gonna do. Why you do that with the students? Because in my opinion you can directly make a decision without do that with the students.)

T : *Nah hal seperti ini mbak yang harus diketahui bahwa diskusi dengan siswa itu penting karena itu akan membuat siswa merasa diajak masuk dalam penentuan keputusan dan menjadi bagian dari kelas tersebut. Sehingga jika siswa merasa diperhatikan, aspirasinya didengar maka mereka akan lebih tertarik dengan pelajaran mbak. Dan hal ini tidak hanya untuk diskusi mbak, bisa juga dengan hal-hal kecil seperti pujian atau ucapan terimakasih mbak.* (Thing like this one that you should known Mbak because that thing could make students feel involve in the

class and also be part of them. So if the students get more attention, their argument was heard so they will be more interest to the lessons. And that is not only disscusion but also other small things like praising or just thanking.)